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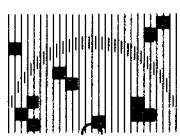

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The University of North Carolina at Greensboro, 1987

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THE HUMAN SIDE OF TEACHING: AN INQUIRY INTO THE LIMITS AND POSSIBILITIES OF TEACHER EVALUATION

by

Karen F. Gerringer

A Dissertation Submitted to
the Faculty of the Graduate School at
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Approved

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APPROVAL PAGE

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The focus of this study was the human side of teaching, i.e., those traits and characteristics of teaching which are not formally evaluated, but must be present for effective teaching-learning to take place. There were 18 traits and characteristics identified.

A qualitative approach to research was used and included three methods of field research to obtain data on teachers and teaching. The methods were: (1) the observer-as-participant; (2) interviews as conversations; and (3) a critical incident technique survey.

Based on the findings of this study, there is a human side of teaching. The 18 characteristics and traits were found in all aspects of the study. Teacher evaluation has become more positivist in nature, and the emphasis on the technical causes the human side of teaching to be missed. There must be a reconceptualization of teachers and teaching to incorporate a qualitative approach so that teachers can be understood in their world.

ACKNOWLEDGMENTS

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My deepest appreciation is extended to the many teachers who, every day in many classrooms, portray the human side of teaching and teach the students.

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"The state can build schools, equip them; engage a teaching staff; organize and supervise instruction. And in these systems, education usually takes place; it takes place through the personal qualities of teachers who have in them what the state can neither pay nor command."

William E. Hocking

CHAPTER I

INTRODUCTION

A teacher is as a woven fabric, thick, textured and colorful, for so many of the things a teacher is, or must be, are woven together. Each strand is dependent on another, some strands more encompassing than others, but all fundamental to the strength and pliability of the fabric. The fabric is nubby, thick, drapable and has a wonderful hand with patterns that are sometimes organized, sometimes random. The fabric is strong, supple and brightly colored, intergrally interwoven by the curriculum to form the place we call school.

In the hue and cry for excellence in education the talk usually turns to the competence of teachers. Next come demands for evaluation, especially evaluations that work, i.e., that "get rid" of bad teachers. Do evaluations--which measure the ability to handle the mechanical and technical aspects of the classroom--evaluate whether a teacher is good, or perhaps excellent? A teacher may rate "above average" or "superior" on instructional methods, time management and use of resources, but may not be particularly fond of kids, may not care whether the class is interesting and may not have a vision for learning. Is that a good teacher? Is that an effective teacher?

What makes a teacher? It can not be only the 37 items on a state mandated evaluation form, though those items are part of teaching (Teacher Performance Appraisal Instrument, 1982). It must be all

of the things a teacher is to a student. It must be the "humanness" of the teacher. It must be all of the things that make the teaching-learning relationship work. For it is when the teaching-learning relationship has worked that a child has learned and thus is on the path to becoming educated.

Often teacher evaluation processes are seen as not effective and not useful. I say it is because we have failed to look at the human side of teaching and to take into account the qualities and characteristics which are a must for a teacher to function effectively in the role. Susan O'Hanian (1985), writing in an article for Phi Delta Kappan, puts it very plainly:

> Of course we need to evaluate teachers. But the current systems, which approach teacher evaluation with a meat inspector's outlook are doomed to failure. Evaluating teachers is not like grading eggs or beef.

Can we use a check-off list to evaluate how a teacher responds to a student's (or the teacher's) embarassment or the aggravations of a typical day of teaching? I ask again, can the teacher be measured only in the technical senses--methods, lesson plans and use of material resources? Are we not compelled to look at the human side of the teacher--the unmeasurable things a teacher must strive to be as a principal player in the curriculum and as the educator of youngsters?

The meat inspector's approach to teacher evaluation in which we are entangled at this time is the result of acceptance and dependence on the scientific, or positivist, method of research and evaluation. The dominate model of research, no matter the subject, has traditionally been the quantitative model. Quantitative research gained

importance and widespread usage through the influence of positivism which is the scientist's way of conducting research, i.e., to mathematize all knowledge. The belief that the more scientific we become, the more esteemed we will be has become ingrained.

The positivist paradigm is based on precise variables, empirical (observable) evidences, deductive reasoning, quantifiable measures, analysis and nomotheticism, or the laws of knowledge. Nomothetic research looks for causal relationships between variables, the application of generalization and predictability (Shapiro, 1983).

It is this concern with generalizability, causality and prediction that has resulted in teacher evaluation being reduced to a checklist of items which can be easily measured. This reductionist approach has resulted in the human side of teaching, that is those characteristics such as patience, imagination and sensitivity, being ignored in the evaluation process. Therefore, we are not fairly, or accurately, evaluating teachers.

Teaching is the most human of occupations. Educators deal with human beings in very human situations on a daily basis. Everything that is taught, every method used is impacted by the humanness of the students. Teaching can not be evaluated by the positivist model because it can not be reduced to numbers!

The positivist approach to research puts everything into neat, numbered categories which can be observed, measured, totaled and a final, generalizable answer given. This type of research is looking for predictability and control - if it can be counted, it can be

predicted, if it can be predicted, it can be controlled (Suransky, 1980). Students are not predictable! We should not expect to have the control and orderliness that is part of the scientific method in learning situations.

This desire to reduce man to an object which can be numbered and measured seems to grow stronger as society becomes more technical, more mechanical and more complex. What is so frightening is that the majority of people who make up our society passively accept the reduction to numbers because it appears to signal progress. They do not question what kind or what quality of progress, they do not question if it is for the good of mankind.

In his book Ideology and Curriculum, Michael Apple (1979) does more than just reject the idea of using the scientific method for teacher evaluation, he questions the use of scientific methods and concepts in school organization at all. Apple looks at systems management, which is primarily a scientific and business concept, as it has been applied to school organization and curriculum development and points out why it does not work.

Systems management, as with the positivist research model, is concerned with predictability, control and efficiency. None of the characteristics of systems management allows for the individuality, creativity or humanness of students in schools. Apple poses a very fundamental question of education in his discussion--do we really want to teach our students to be learners and thinkers, or do we only want to teach them what we want them to know? The amount of control felt

necessary to be exercised by the procedures and processes established in schools suggests the latter. He gives an excellent example of systems management as applied in schools when he discusses behavioral objectives for students. He believes this is a way of reducing student behavior to terms that the teacher can control, which in turn robs the student of his individuality and uniqueness.

Apple is disturbed by the fact that scientific techniques are generally considered to be interest free and therefore applicable to any problem. He charges that systems management is not interest free, but has interests which lie in effecting and maintaining control and certainty. Systems management is aimed at regulating human behavior and therefore manipulating behavior. He sees the result of this manipulation and control in the idea of "schools as factories." In this theory, schools are seen primarily as manufacturing plants with the teachers as factory workers (the "assemblyliners!"), and educated students as the finished product. The idea is unrealistic because students, as human beings, are seldom predictable and the aim of education is not to teach students to be manipulated, but to be learners.

Erich Fromm (1968) takes the idea of this desire for control and predictability to another level and broader range in his book The Revolution of Hope; he looks at our society as a whole and warns that we are becoming a "totally mechanized society." He sees us as being technical and one-sided and in very grave danger of losing sight of our humanness completely. Fromm believes the basis for this movement toward a technological society to be the desire for control.

His description of the "second industrial revolution," in which he believes us to be involved, is that of mechanical energy replacing human energy and thinking machines (computers) replacing thinking man. He comments on the use of the computer as an enhancement of life, but describes the idea that it can replace man and life as the "manifestation of the pathology of today's society." Mr. Fromm predicts that by the year 2000 we will be living in a completely technical world.

His view of a totally mechanized society is embodied in the "megamachine." This is a completely organized and homogenized social system that consists of society functioning as a machine and man a mere cog in the inter-workings.

A society of this type will be the ultimate in predictability, order and control. He believes society, as it is "progressing" now, is willing to forego its humanness, individuality and uniqueness for efficiency and control.

How has this movement toward a technical, mechanical world which is efficient, predictable and controllable affected teachers and the field of education? The word which best describes the resulting effect is accountability. In the past 20 years there have been increasing demands for the classroom teacher, schools and districts to be accountable for the education of children. There has been litigation which has attempted to hold systems accountable for teaching students to read, litigation and legislation which holds schools accountable for educating handicapped children, there are competency tests, graduation requirements, college entrance tests, promotion

standards, end-of-course tests, Southern Association standards and teacher evaluations.

It is the last on this list of accountabilities that I find disturbing. Teacher evaluation has gone through several evolutionary stages in the last 20 years and each stage has become progressively more positivist in nature. The evaluation of teachers has been reduced to checklists and continuums which go from "unsatisfactory" to "superior." Only those functions a teacher performs which are observable, in an empirical fashion, and can be measured as unsatisfactory or superior are looked at and evaluated. By evaluating only those aspects of teaching we overlook critical portions of the teaching-learning process.

Because teaching-learning is not completely technical, predictable or controllable, I advocate evaluating teaching in a qualitative manner. I say because we have only evaluated teaching in terms that are measurable and observable we have missed much of what happens in the educational process. If we do not look at the human side of teaching we will not have an accurate and comprehensive picture of a teacher. The "life in classrooms" does not fit a positivist model of research.

The following section of the chapter utilizes the North Carolina Teacher Performance Appraisal System (TPAS) as an example of the positivist, scientific approach to teacher evaluation. There will be a discussion on the steps the State of North Carolina has taken to evaluate teachers, point out the increased use of a positivist approach to evaluation and suggest what is missing about evaluating teaching and

teacher effectiveness by not taking into account the critical characteristics of teaching.

North Carolina Quality Assurance Program

The North Carolina Quality Assurance Program was developed as a result of the recognition of the need to improve teacher effectiveness. The program basically involves extending the preparation of teachers to a period of six years and a change in the certification procedures. A major component of the program is a comprehensive assessment system, Teacher Performance Appraisal System (TPAS), which has as a basis demonstrated performance of competencies required for effective teaching.

The State Board of Education endorsed the idea of quality assurance and the concept of a program for quality assurance in 1978. After a number of committees and task forces worked to clarify the issues under consideration, a final report was submitted to the State Board of Education in October 1981. During the 1982-83 school year, steps were taken to implement the Quality Assurance Program by piloting the program in 13 public and private schools in various areas of the state. The pilot projects focused on identifying essential elements of teaching based on research and on identifying competencies generic to effective teaching, kindergarten through grade 12, which cross content lines.

Steps in the Quality Assurance Program

Preservice preparation. Four years of formal study are required at the preservice level. To receive initial certification one must

complete a bachelor (or other prerequisite degree) and have an institute of higher education (IHE) institutional recommendation. The institutional recommendation for an initial certificate includes approval of the department(s) in which the student is to be certified, approval of the head of the teacher education unit and approval of the cooperating teacher who supervised the student teaching experience.

Initial certification. After completing the degree requirements, receiving the IHE recommendation and being hired by a school system, the new educator enters an initial two-year period of support and assessment called the Initial Certification Program. There is continued professional training (Effective Teaching Training Program) and supervision (support team/mentors) during the next two years. At the end of the two-year period a decision is made by the school system to recommend either granting or denying continuing certification for the educator.

During the initial certification period the educator is evaluated by the support team or mentor using the Teacher Performance Appraisal System (TPAS). A review of this system will reveal the scientific, positivist approach the state of North Carolina has adopted to assess the effectiveness of educators. Not only will this system of evaluation be used with initially certified, but by 1987-88 all certified educators will be assessed on the TPAS.

Teacher Performance Appraisal System

The Teacher Performance Appraisal System (TPAS) consists of four major components and steps. (1) Observing the educator in the

classroom and using the Formative Observation Data Instrument (FODI) to record exactly what was seen and heard (see Appendix A). The FODI is correlated exactly to the eight major functions and 38 practices of the evaluation instrument. Instructions, from the state department, for using the FODI state clearly that the field notes of the observer "should describe exactly what was seen and heard and should relate to the practices contained in the instrument." Users are also instructed to record the frequency, or infrequency, of the teaching practice. (2) After the classroom observation, the observer uses the notes taken on the FODI to analyze the educator's performance on the Formative Observation Data Analysis (FODA) form (see Appendix B). The FODA is correlated exactly to the major functions and practices of the evaluation instrument also. (3) The educator is then evaluated on the Teacher Performance Appraisal Instrument (TPAI) using a rating scale of one to six (see Appendix C). The rating scale includes: 1 = unsatisfactory, 2 = below standard, 4 = above standard, 5 = well above standard and 6 = superior. There is space provided under each major function for comments related to that particular function. (4) The evaluator(s) conference with the educator to discuss the observations and evaluation and to make recommendations for improvement and growth (North Carolina State Department, 1985).

A reading of the TPAI's eight major functions and 38 practices reveals that each is based on an action by the teacher which is observable and can be evaluated as to whether it is performed or not and how

often. The functions and practices include such items as:

1. Management of Instructional Time
   - 1.1 Teacher has materials, supplies and equipment ready at the start of the lesson or instructional activity.
2. Management of Student Behavior
   - 2.4 Teacher frequently monitors the behavior of all students during whole-class, small group, and seat work activities and during transitions between instructional activities.
3. Instructional Presentation
   - 3.2 Teacher introduces the lesson or instructional activity and specifies learning objectives when appropriate.
4. Instructional Monitoring of Student Performance
   - 4.2 Teacher circulates during classwork to check all students' performance.
5. Instructional Feedback
   - 5.2 Teacher affirms a correct oral response appropriately and moves on.
6. Facilitating Instruction
   - 6.3 Teacher maintains accurate records to document atudent performance.
7. Interacting Within the Educational Environment
   - 7.1 Teacher treats all students in a fair and equitable manner.

8. Performing Noninstructional Duties

   8.2 Teacher adheres to established laws, policies, rules and regulations (Teacher Performance Appraisal Instrument, 1985).

Summary

This evaluation instrument, which is now used with initially certified educators in North Carolina will go into use with all certified educators, state-wide, in the 1987-88 school year. Where does it allow or encourage the evaluation of crucial characteristics such as enthusiasm, adaptability and concern for students? Where does it allow or encourage the evaluator to take into consideration the teacher as model, counselor, creator or storyteller? It does not. It does not even take into account a teacher's knowledge and grasp of a subject area. All of the functions and practices are generic instructional practices which can be observed and counted at any grade level--kindergarten through twelfth grade. The evaluation form and process looks only at those technical, mechanical aspects of teaching which are observable, easily described and quantifiable. Where is the "human side of teaching" in all of the forms, processes and systems? Teacher evaluation must take into account the many things a teacher is.

What are all of these things a teacher is to a student? That is what will be explored in this dissertation? There will be identification of the strands of teaching that are not the mechanical and technical. There will be an examination of the aspects of teaching

that include a teacher's concern for students, patience, imagination, enthusiasm, adaptability, sensitivity and informality. There will be inquiry into the teacher's role as teacher, guide, bridge, model, searcher, questioner, counselor, creator, storyteller, actor, evaluator and learner.

In looking at the nontechnical components of teaching, an important question arises in considering what a teacher is. What is the curriculum? The curriculum must be viewed as the entire setting the child experiences at school, not just the prescribed learnings in a given subject area. (Comments will be limited to school, though, of course, outside factors also affect what is learned in school.) Looking at the curriculum in such a broad sense immediately makes it almost impossible to say what the curriculum is, for, as Philip Jackson (1968) pointed out, much of what students learn is hidden.

Everything that happens to a child during a school day, good, bad or indifferent, is part of that child's curriculum. The curriculum is the experiences of learning the knowledge we consider worth knowing, it is the mandated learning at each grade level, it is the expected and the unexpected, the planned and the unplanned.

In this holistic view of the curriculum, there are several principal roles including the student, the subject matter and the teacher. How does the teacher contribute to the setting? How does the teacher contribute to the learning of the student? As mentioned earlier, the teacher and the curriculum are a unity. The curriculum can not exist without the teacher in the pivotal role of bringing it to the students, and the teacher must have the curriculum as a guide. Seymour Sarason

(1971) says:

> The teacher, good or bad, is part of a matrix of existing relationships, practices and ideas, i.e., the setting, the curriculum.

The teacher, as a principal player in the drama of presenting the curriculum, must have a vision of learning, of teaching, of education, a vision of what students need to learn and want to learn. It is critically important to the teaching-learning relationship that the teacher know how to share this vision with students and that the teacher want to share the vision.

It is even more important that the vision not be lost. So often in a teaching career, sometimes early, sometimes late, the vision becomes lost in the realities of daily life in the classroom. The realities of routine, sameness, clutter, crowdedness, cynicism and pedantry. The realities that Maxine Green (1973) calls "everydayness." The everydayness of doing the same things with the same students in the same classroom on the same schedule. The realities that Charles Silberman (1970) calls "mindlessness," losing sight of, or never knowing, what it is we are doing or why. Through all of these realities a teacher must hang on to the vision of teaching and learning. Has this ever been evaluated? Which items on an evaluation form measures a teacher's vision, a teacher's dream of teaching?

A teacher must hold to this vision through all of the outside forces (special interest groups, etc.) which intrude into the school day and classroom with their own view of what students should learn. These intrusions become a part of the students' curriculum and through them a teacher must skillfully guide and lead students to obtain

significant learning. This must be done without the outside forces, or their point of view, becoming the focal point. Though these intrusions do become a part of the learning of the student, they are, as often as not, interruptions to a teacher's planned day. They are often a disruption of instructional time which could be spent on learning to read, studying the multiplication tables or analyzing a poem. These disruptions often result in segmented teaching days with very little quality instructional time. Thus the teacher must be a master at gleaning the important from every part of the day, at recognizing what can be learned from each interruption and at hinging together fragmented, segmented pieces of learning and pieces of days into wholes that result in the students' learning. Philip Jackson (1967) described the process well in his lecture "The Teacher and the Machine":

> In most classrooms, as every teacher knows, the path of educational progress could be more easily traced by a butterfly than by a bullet.

A primary function of the teacher's role in the presentation of the curriculum, i.e., learning experiences of students, is that of relating to the outside world what is being taught and learned. They must help students to know and understand how it is the learning, on which the teacher puts so much emphasis, is going to be useful to them. They have the difficult job of showing students the importance of learning what is needed to function in the larger, more real world outside their classroom and school. They have the even more difficult task of teaching them why it is important and how it is useful.

This description of the curriculum and the teacher's role in it is, of course, only the prologue to the drama. It gives the reader a glimpse of the intricate, woven pattern formed by the curriculum, the student and the teacher. It is only a cursory view to set the stage for what is the real drama--the human side of teaching--what the teacher must be and do to successfully teach the curriculum and thus successfully educate the student.

In this paper what is meant by the human side of teaching is defined. Eighteen characteristics of teaching are identified, described and shown as integral parts of the teaching-learning process. The 18 characteristics are not measurable, or quantifiable in nature, and are not found in formal teacher evaluations. However, through researching what teachers do in their classrooms, it is shown that these characteristics are ever present, crucial components of teaching-learning. The assertion is made that to accurately and comprehensively evaluate teachers and their performance we must look at the human side of teaching. We must take into consideration those aspects and characteristics of teaching which are not measurable in the traditional modes and methods.

A phenomenological approach to this research on teachers and teaching was used. This paradigm of research was chosen because the scientistic, positivist model is not workable when studying the human side of teaching and the nonquantifiable characteristics. Teachers and teaching can not be reduced to numbers and causal relationships. Basic to phenomenology is the belief that data can be provided by man's

experiences and he should not be separated from his situation in the world by studying him or his actions in isolated units (Suranksy, 1980). Three methods of field research were used to obtain data on teachers and teaching. The methods were: (1) the observer-as-participant, (2) interviews as conversations (Burgess, 1984), and (3) a critical incident technique survey (Glueck, 1982).

The succeeding chapters of the paper will include, in Chapter II, a definition of the human side of teaching and identification of the 18 "human side" characteristics. Also in this chapter will be a discussion of phenomenological research, its tenets and application to the topic.

In Chapter III a description of a day in a classroom and what teachers do in the classroom will be a composite picture from observations. The observer-as-participant approach consisted of classroom observations of teachers at various grade levels, the observations ranged in length from one lesson to spending an entire day in a classroom. The observations took place over a two-year period from 1984 to 1986.

Chapter IV will be comprised of the results of a critical incident technique survey of 150 classroom teachers and teacher remarks in interviews as conversations. The teacher responses to the questions of the survey will be analyzed and categorized under the 18 characteristics crucial to effective teaching which are identified in Chapter II. Teacher comments and reactions to the topics and themes of the interviews will be studied in the conclusion of Chapter IV.

The resulting conclusions, implications and recommendations of the study will be detailed in Chapter V. In that chapter, the question will be raised of whether our views of teaching should not be reconsidered. The suggestion will be made that we look at teaching from a qualitative standpoint, i.e., nurturing, caretaking, the human side, as opposed to the quantitative perspective, i.e., control, accountability, quantification and positivism. If this perspective were taken, our approach to teacher evaluation could truly reflect what teachers do in the classroom and what is necessary for learning to take place. It is hoped this study will inspire in the reader the desire to reconceptualize his perception of teachers and teaching.

CHAPTER II

THE HUMAN SIDE OF TEACHING

Definition

What is the definition of the human side of teaching? How is it described? In an insightful and important book, A Teacher is Many Things, Earl Pullias and James Young (1968) attempt to identify and describe many of the things a teacher is to students and to the learning process. They touch on many aspects and characteristics of teaching and teachers which are not part of performance appraisal. These traits are not part of formal evaluation, but could teaching-learning take place without them? I say it could not! Why then are these qualities not considered when a teacher is being evaluated and rated as "does not meet expectations," "meets expectations," "exceeds expectations," or "superior?"

What are these "things" that make a teacher? Sensitivity to the here and now, informality, adaptability, enthusiasm, imagination, concern for students, zest and involvement, to name just a few. These, and many more, are found in infinite combinations which reflect the deeply individual style of each teacher. I will look at several of the qualities of the human side of the teacher that Pullias and Young (1968) have identified.

A teacher must be a guide. A guide on the journey through learning, a journey which ends in the education of students. He must be a

guide through the searching and questioning a student experiences as he enters the regions of an unknown subject for the first time. As a guide the teacher helps keep the destination or goals in sight, ever present as the recognized end of the journey. He plans steps in the journey which are at levels appropriate for the traveler and sensitive to what is already known. The teacher as guide must see to it that the students engage in the learning process. This can be intensive and all consuming if the teacher tries to see that care and attention are shown to each student and that every effort is made to involve all in the learning process. As a guide the teacher must show students the significance and meaning of what they are learning on the journey. The student must understand how it can be used after the journey, the practical application. When the trip is done, the teaching completed, the guide must ask: Did we reach our destination? Were all of the steps accomplished? Were the students involved? Do they understand the importance of what they have learned?

A teacher must be a teacher (instructor). Here I refer to the process of teaching, explaining, clarifying, informing and making clear. There are many skills used by teachers in this process, but before delving into those further I want to discuss some of the complexities under which a teacher must labor when engaged in teaching.

The number and diversity of students a teacher may have is reflected in the fact that a classroom could have from 20-30 students of varying academic abilities, levels of achievement, behaviors, interests and maturity levels. Teachers feel they will be judged (and are) by how much this class learns in a given time period. They are

aware they are expected to bring their students to a certain academic level (accountability) by a time criteria which they had no part in setting. Often the teacher feels a previous teacher has not adequately prepared students and this can be a primary source of psychological distance and/or conflict among teachers. So for most teachers there is inherent in the job the interaction between the number and diversity of students and the need to adhere to a time schedule (Sarason, 1971).

To this complex situation a teacher must bring many skills which are incorporated into the process of teaching. A teacher illustrates and relates learning to something the student knows in the following ways: defines--states things in simple and clear terms; analyzes--takes problems apart; synthsizes--puts parts together so they make sense; questions--asks questions to clarify what has been learned; responds--reacts to a student's interests; listens--allows student to express himself; creates confidence--lets the student know he has learned; suggests different views--looks at things to be learned from many angles; provides materials--gives opportunities for varied experiences or materials related to what is being learned; adjusts methods--adapts the teaching process to the ability and maturity level of the learner; and sets the tone--makes the learning meaningful. Throughout this process the teacher must keep education from becoming stale and trite to the students, for they must not lose their interest in learning.

A teacher must be a bridge between generations. He must understand how to bridge the distance between man's experiences, i.e., his

learning, and the students'. The teacher must be able to make comprehensible to youngsters the experiences and achievements of man which are found in many different records. The ability of man to learn from the past, from history and other's experiences, is the heart of the educational process. The teacher has the opportunity, through the process, to teach and thus to tap the potential hidden in each student.

A teacher must be a model and an example. Being a model is inherent to the profession. Being an example comes from the essence of teaching. Teachers are seen as special by their students because of the crucial role the teacher plays in their lives.

Everything a teacher does is an example to students. Some of the areas of behaviors which Pullias and Young (1968) see as important ways teachers function as models are: basic attitudes--toward success, failure, learning, truth, work, self, etc.; speech and diction--the use of language; work habits--style in which one works; attitudes one has toward experience and mistakes; dress--expression of the personality; human relations--attention given to interactions and relationships with others; thought processes--how the mind works; defensive behavior--used to protect one's personality; taste--one's preferences which reflect values; judgment--skills used in making decisions; health--quality and tone of body and mind; lifestyle--the way one lives. These, and many other behaviors, continually present the teacher's way of life to the student.

Often this role of the teacher causes those in the profession (or those thinking of becoming a part of the profession) to feel uneasy

or "spotlighted" and causes them to resist and reject the role. The responsibility of being a model is a great one. This is an integral part of teaching that no teacher can, in actuality, reject. If the teacher refuses to accept this role his effectiveness is critically reduced. However, if he accepts and uses the role skillfully his teaching and the students' learning is enriched.

A teacher must be a searcher. A searcher is one who does not know, but realizes his lack of knowledge, one who does not know, but wants to learn. For many teachers who see themselves as authorities, or the "answer person," this role is seen as unattractive, painful, possibly even threatening. For the growing teacher and the effective teacher it is the most welcome of roles.

The teacher who is a seeker must be sincere in his searching. He should possess the all-embracing curiosity which is so natural to the students he teaches. His life's work is embedded in the knowing process and he must continually expand the boundaries of his own knowing.

One of the primary understandings which comes from seeking and knowing is the realization of how much more there is to know. Teachers who realize this fact and continue the search with intensity have a kinship with their students who are also searching. The willingness to acknowledge how much one still has to learn and to pursue this knowledge can be contagious to the student being taught.

The teacher who is a seeker is an investigator, one who keeps inquiry alive. He will be a keen and understanding observer and will

help students form the habit of observation. In so doing he helps students learn to see widely and deeply. Those who do not learn to see in this manner miss much of the world around them.

The searching teacher is a questioner. He questions anything that is not understood and is never afraid to question. Nor is he afraid of the answers he finds. He is always building his knowledge base and using it as a point of departure for further searching.

A teacher is a counselor. During the time a teacher has a teaching-learning relationship with a student the student is growing, learning, developing and maturing. Part of this process is the decisions a student will have to make and questions which will arise. It seems to be a natural part of the job of a teacher to be the one a student turns to for help when decisions and questions emerge. A student comes to a teacher with past learning experiences and sometimes with hurts from those experiences. The teacher, as confident, must recognize those past experiences and their effects and work with the student so that new meanings are discovered.

Often as a student is developing and growing he will feel the need to confide in someone who is not related, not a family member, but someone totally removed from the familial situation. It seems to be in the nature of teaching that the teacher becomes this counselor and confident.

The kind of counseling I am discussing here is advice about school work, suggestions about an extracurricular activity, or a hint about getting along with others. It is the teacher giving the student benefit of experience.

Often, the teacher as counselor needs to do no more than listen. Being attentive can be the most beneficial thing a teacher can do in some instances. The student needs to know there is someone who will listen and understand what he is saying and feeling.

A teacher is a creator and an inspirer of vision. He is a creator in the sense that he possesses creativity and demonstrates this possession and in the sense that he is able to tap and release the creative abilities of his students. He is at the heart of the education process in this role of creator. The creativity in a child must be recognized, appreciated, encouraged and directed. The student must be taught in such a way that his potential as a creator is freed and stimulated. It seems to be easy in the routineness and everydayness, which is a part of any classroom, for creativity and original thinking to be stymied, to go unrecognized, to be allowed to wither and die. The effective teacher guards against this possibility and is always looking for new and different ways to elicit and encourage creativity.

As he taps the potential creativity of his students he must also be an inspirer of the visions which will be the natural result of the process. He must understand the visions and realize the potential each student has for achieving his individual dream. He believes that his students are capable, not only of having a vision, but of reaching it. The effective teacher has to believe that within his classroom there is unlimited potential for greatness, accomplishment and significant achievement.

A teacher is a learner, an authority and an evaluator. He is all of these things simultaneously, but there is a progression that can be seen in these three roles. As a teacher he is always learning. He learns from the subject matter, from delving into it and from preparing it for presentation. He learns as he adds to the knowledge base of the subject(s) with which he is charged. Most importantly he learns from his students. Learning comes from their reactions to what is being taught, their questions in response and their insights and understandings as they learn. Learning takes place as a teacher gets to know his students' learning abilities and potential and structures his teaching to fit the perceived needs. The teaching and learning of a teacher in relation to his students is a dynamic relationship which must be on-going.

If the students in a classroom have confidence in the teacher's learning and knowledge, they will accept what he has to say and teach. When the students display this acceptance the teacher is seen as an authority. An authority is one who can be turned to, questioned and relied on to know and be able to communicate his knowledge to the askers. This is not to imply that teachers know everything! Certainly not! But he must have a greater amount of knowledge and information than those he teaches. He must have a firm grasp of the fundamentals and skills of his particular discipline. Though he must be willing to say "I do not know," he must not be forced to say it too often or he will cease to be a teacher.

As an authority he can teach the students from his experience and firsthand knowledge. As the authority in the classroom he is the expert who entices the students into an interest in learning the subject. As the authority he is the primary example to students of knowledge and learning. The teacher as an authority shows that one can know and recognize he knows and use this ability to help others know.

A major aspect of helping others to know is evaluation. In teaching-learning situations it is most important to the student and the teacher to be aware of what has been learned. Evaluation is something that a teacher does on an on-going basis from the time the child becomes his student. The process of looking at, considering, summing up and classifying students is done constantly by the teacher in formal and informal ways. To evaluate a student sensitively and usefully the teacher must know him, his background, his abilities and his needs. Of prime importance in evaluation is the teacher's ability to assess the student's learning (or nonlearning) so that it adds to his continued development and does not stymy the progress that has been made.

A teacher is a storyteller, an actor and a scene designer. He tells a story whether describing Columbus searching for the land of spices or explaining an algebraic formula. As the storyteller he makes the subject become alive, real, and interesting to the listeners. As the storyteller he communicates with his students in a way that interprets for them what he is teaching and leads them to an interpretation of their own. By telling the story of his subject the teacher informs

the students, increases their knowledge and makes them more aware. With his stories, whatever the subject matter, he helps free their thoughts to come to their own conclusions about what is being taught.

The teacher assumes the role of an actor in two senses. As an actor he portrays characters--parts of the curriculum--to the student. He "acts out" for the class the information and knowledge necessary for them to learn about a specific subject or discipline. In another way he is an actor because he con tinues to "act out" the subject matter even after the first wave of enthusiasm is over. After the novelty of teaching has left and it has, in a sense, become routine for him, he continues to portray the "characters" that are a must for his students to learn. Though this might seem artificial to some, in essence the teacher is willing to give up many other roles to assume the one of teacher so students can learn. Acting is a natural extension of storytelling and both are vitally important to the teaching-learning relationship.

As a scene designer the teacher is setting the scene for what the students will be taught. The classroom, of course, is the teacher's stage and it is used to establish a setting for learning. As indicated earlier, it is my belief that everything a child experiences within the setting called school is part of his curriculum (learning experiences). Therefore, everything a teacher does in and with the classroom contributes to a student's learning and education. Teachers set the stage upon which a student can enter to learn and experience. Hopefully, students exit this stage knowing more and being able to experience and learn in other settings.

Having run the risk of describing teachers as though they must be, and are, the paradigms of virtue, let me say that, obviously, any teacher will possess varying amounts of these characteristics in differing degrees. Thus we have the complex, intricate fabric which is the teaching profession. Within this weave there are teachers who are everything a teacher can be and teachers who are only some of those things.

An elementary principal who grew up never dreaming of getting an education, certainly not of being an educator, whose only dream was of being a teamster, was convinced by a high school history teacher to return to school at age 21 to graduate. Through his teacher's continued encouragement, the young man completed high school, graduated from college with a degree in psychology and earned both a master's and a doctoral degree. As principal, he led his elementary school to national recognition when they were awarded a $10,000 Rockefeller Brothers Award for excellence in the arts. As he talks about the history teacher who encouraged and helped motivate him in school he underscores what I am saying about what must be present in a teacher.

> She seemed to take a special interest in me, and all my life I never needed to ask why. I liked her and she liked me; she was a teacher who plain liked kids. It was a personal closeness thing, and I related to her very well.

Has this ever been evaluated in a teacher? Do we consider a quality such as this? Is it as important as being sure there are lesson plans written and not too much paper used (Sunyak & Kaufman, 1983)?

What I am compelled to put before the reader is the idea that the human side of teaching, as has been described, must be taken into

consideration when the teacher evaluation process and evaluation forms are developed and implemented. For too long teacher evaluation has consisted of rating a teacher on: organized lesson plans, orderly classrooms, efficient use of supplies, use of visual aides, choice of instructional methods, willingness to participate in extracurricular activities, relationships with parents and carrying out noninstructional duties (Greensboro Public Schools, 1982). Of course all of these are important and must be judged, but we must become sensitive to the many aspects of teaching which can not be described in a concise oneliner on the evaluation instrument. We must become sensitive to a teacher's possession of many of these characteristics or lack of them. As referred to early in the paper, a teacher who is well-organized but does not like students will not, in the end, be an effective teacher. There are pieces of teaching which are integral to the fabric, if some of those pieces are missing the fabric will be weak, unsightly and not usable to a productive end.

Until we look at all of these human aspects of teaching, along with the technical aspects, we will not have a fair evaluation which accurately assesses the competence and the humanness of a teacher. The human side is the most vital component in the composition of all of these many things which make a teacher.

Because the characteristics that have been identified as the human side of teaching can not be counted for frequency or can not be checked off on a list, they are not included in the evaluation of teachers. The meat inspector's approach does not allow for these or

other such concepts, characteristics and conditions which are essential to or part of effective teaching. There are several other concepts and conditions which should be discussed at this point that undergird the argument that the human side must be taken into account in teacher evaluation.

The concept of a "specialized generalist" is basic to teaching. What is a specialized generalist? There has been a continuing controversy, for as long as there has been teachers, as to whether a teacher should be a specialist or a generalist. There are many arguments for both sides and there seems to be some agreement, among teachers I have known, that secondary teachers are specialist and elementary teachers are generalists. I would like to propose that a teacher, at any level, must be what I call a "specialized generalist."

I began to have an idea of what a specialized generalist was while reading John Naisbitt's Megatrends (1982). In the first chapter, "From an Industrial Society to an Information Society," he discusses the need we, as a society, face of having specialist who can become generalists who can adapt to a rapidly changing world. As I read it became clear to me that educators are the generalists who can and do adapt rapidly to changes which occur on an hourly, daily, weekly, and yearly basis in classrooms and schools. Yet they must be specialists, to a degree, in many subject areas and have the ability to move facilely among many topics. Therefore, I define a specialized generalist as one who has in-depth knowledge in a broad range of areas. The depth of knowledge would not be to the same extent as the specialist, but would

be more extensive than the generalists. I see the concept of the specialized generalist as an apt umbrella for all the things a teacher is and must be. But I do not see the present positivist methods of evaluation taking this concept into account; they can not because the specialized generalist's behaviors would be quite difficult to number and count as he goes about his business of teaching! Yet, could a classroom effectively house and a teacher effectively teach youngsters if it were not for the specialized generalist?

Let me mention some other characteristics that are found in effective teachers and teaching and, yet, are not evaluated in a formal way. Patience in a teacher, at any level, in any subject, is a must. In teaching one must be able to say the same thing many times in many ways, be tolerant of varied reactions, be understanding of different abilities to learn and not be discouraged by disinterest and apathy.

A teacher must have a zest and enthusiasm for living and learning which is reflected in his teaching and is passed on to his students. To the students should be passed on the love of learning and the realization that it is for a lifetime.

There is another characteristic of the human side of teaching which must be considered and appreciated--the teacher as a person. A teacher must be a person, an individual with a personality, values and feelings. All of these a teacher brings to the teaching-learning relationship and uses to convey to students the knowledge considered worthy of knowing.

In considering what is and is not evaluated in teaching, there are some conditions of teaching which should be identified and discussed. These conditions will be present in a classroom and, yet, are not part of a checklist for evaluation.

One of the conditions which probably has the greatest impact on the development and continuance of many of the teacher characteristics is that of routine. Routine is a part of every teacher's life. It can be described, to help the reader get a feel for the teaching routine, as teaching the same students in the same room by the same schedule all year long! Obviously an effective teacher can and will alter parts of the routine to keep it from becoming just that. But there are aspects of teaching which can not change and thus routinization becomes an important factor in the job. Teachers develop many ways of coping with routine--some go along with it, become desensitized to it and are assimilated into it without a protest. Others learn how it works and find ways to work around and through it, refusing to be swallowed up in the anonymity of routinization and sameness. Depending on which path a teacher takes, certain of the previously mentioned characteristics, are stimulated and grow or are lost.

Teaching can be a very lonely occupation. When a teacher walks into a classroom, closes the door and turns to face a classroom of students, he has only his own resources to fall back on. It is a world that is set apart from the world of other adults. It is a very structured way of life for the duration of the school day--confined by the walls of the classroom, a time schedule and the needs of students (Liebman & Miller, 1984). Though the staff and administration in some schools are

very supportive, the majority of a teacher's time is spent alone with the students. This is not to discount students, to act as though they are not important, however, they are there to learn as a group, the teacher is there to teach alone. Being the only teacher in a classroom, burdened with the awesome responsibility of teaching students, can produce a very real sense of isolation. Often this sense of isolation is not relieved in the school by association with other teachers or the school administrator(s) because they too are caught up in the same sort of isolation.

A serious consequence of this isolation is that it sets up a real barrier to new teachers who are learning about teaching and to experienced teachers who need to improve the skills they have. Their learning has to come by "trial and error." A teacher's ability to grow and develop professionally is limited because they must depend on themselves to detect problems and difficulties and to find solutions.

An equally serious consequence is that teachers have very few models, i.e., opportunities to observe teaching, and often depend on remembering what their own teachers and professors were like. There do not seem to be many chances for them to learn from the experiences of their fellow teachers (Rosenholtz, 1985).

Perhaps the condition which might be the hardest for teachers to understand and cope with is the idea of the teacher letting the students come to their own conclusions about what has been taught. So often these conclusions can be, and are, different from the teacher's. Once a student reaches a conclusion different than the teacher's, the

teacher loses a bit of control over the student. The teacher is then forced to let the student go--to a degree. This whole evolution can be difficult for the teacher because of the sense that the student belongs to them, they are hard to give up. Though the teacher is there to teach so the student will reach conclusions and learn, each piece of additional learning takes the student a bit further away (M. Greene, personal communication, February 14, 1985).

Phenomenological Research

Because of the conviction that there is a human side of teaching which is being missed in studying and evaluating teachers, I felt compelled to adopt a humanistic approach in researching teachers and teaching. The phenomenological paradigm was chosen for my research and writing.

Phenomenology is considered an alternative research paradigm. It is a movement which has arisen in protest to the rigid scientistic model that has become so prevalent and widespread. Valerie Suransky (1980) states:

> . . . it is our contention that the researchers need to seriously question the extrapolation of a natural science model to human existence and human essence . . . . We need to seek a new paradigm--one that takes account of the essential humanness of behavior, action, learning and experience.

The positivist, scientific approach to research employs a naturalistic conception of the human being. Under this conception, man is reduced to an object which can be measured. The method of measurement is dominant and humans are recognized as "isolated

functioning units." This is a fragmented view which ignores the holistic nature of man. Under this method the complex can not be dealt with because it is not observable. The intended result is to control man and adapt him to a predefined set of norms, not to more clearly understand human nature (Suransky, 1980).

Phenomenology is based on believing that "experience provides the original data," that man is a being in the world and can not be separated from his "situatedness" in the world--he is rooted and emphasis is placed on the openness and "unconcealedness" of man.

Phenomenologists believe that technology has become the new order of the day and that man is dominated by technical values. There appears to be a dichotomy between technical perfection and human development. We have as a result a society that is dependent on technical experts which shows more and more fragmentation and isolation and a continued move away from the holistic view of man.

In the natural science paradigm, the outward manifestation of human nature is studied under the assumption that all that can be seen is observable, and measurable and therefore, we can know man. The question must be asked whether this emphasis on measurement is workable and useful for answering qualitative questions.

The tenets of phenomenology as applied to research are as follows: (1) there is an attempt to get to the very essence of a phenomenon whether it be a relationship, e.g., teaching-learning, a process, or a behavior, (2) it is research based on experience, (3) the ability to be "led by the things themselves," in other words, to let

the subject of the investigation dictate the method used to research it, (4) the phenomenological method involves the process of intuition, reflection and description, the process rather than the product is made important, and (5) the researcher must be grounded in field research techniques (Suransky, 1980).

These beliefs of phenomenology led to the conviction that this approach was the only way to learn about teachers in their world. A qualitative approach to research would allow a view of teachers in their "situatedness" and their experiences would provide the data. They could be seen as they are (observations) and they could say what they are and do (survey and interviews).

The phenomenological approach, incorporating several methods of field research, was needed to capture the complexities that are teachers and teaching. This approach was needed to unravel the fabric that is a teacher, to examine the many strands that compose the fabric and to identify those strands which are so critical to the teaching-learning process.

CHAPTER III

WHAT TEACHERS DO IN THE CLASSROOM

Introduction

How can the reader begin to understand the characteristics of the human side of teaching and how they affect students and learning? How can the reader get a sense of the human side of teaching? Spend time in a classroom - see it, hear it, feel it, touch it, and leave it understanding better the human side characteristics.

The following section of this chapter is a description of a day in the life of a primary classroom. The characteristics, which are described as the school day progresses, were taken from actual situations and classrooms. They were demonstrated by real teachers who were teaching real students.

The day in the classroom is a composite picture comprised of views, information, impressions, characters and reflections gathered during actual classroom observations. The observations were conducted over a two-year period from 1984-1986. The length of the observations ranged from five minutes of morning activities to whole days spent in one classroom. The observations included visits to elementary, junior high and senior high school classrooms. Appendix D is a sample of the observation sheet used to record the events which took place in the classrooms visited.

Though the concentration was on the primary level, the same teacher characteristics were observed at the secondary level and contributed to the composite picture. The lessons and activities described and the students' actions and reactions are based on real classroom situations. The dialogues are quotes from teachers as they taught their students.

This description is provided to give the reader a sense of what is meant by the human side of teaching. It is an attempt to give the reader a feel for life in the classroom and to help the reader begin to unravel the fabric that is a teacher. To unravel this woven fabric will lead to a better understanding of the complexities of the teaching-learning process and help clarify the strands of teaching which are so necessary for learning to take place.

A Classroom

It is 7:45 a.m. in a primary classroom of a public school. It is mid-winter. Students arriving from cars, buses and walking are dressed against the cold. The teacher moves around the classroom assisting with stubborn buttons and zippers that cold hands cannot manipulate. "It's really cold today, isn't it? How are you this morning? Everyone needs to hang their coat up. Hello, first ones here today. Jesse, you coat is on the floor!"

The teacher is opening the venetian blinds and straightening desks. "Did you finish your homework? Did you bring your homework? Good, I'll let you read it to the class." Each child is spoken to individually as they come in to begin their day in school.

A piece of carpet, which has been donated to the class, will be used for a reading center. The teacher calls on several students to help arrange some big pillows on the carpet in the corner where it has been positioned. "How's that for a good place to read? Do you think that will be comfortable? We'll try it out later."

The school day is only 15 minutes old and already the teacher has shown interest and concern for the students, a sensitivity to their needs and enthusiasm for them as individuals. The tone has been set for the day, an atmosphere of acceptance, invitation and learning is there for all students who come into the classroom.

The desks are arranged in two circles, 12 desks to a circle, all facing inward. All students can see the chalkboards, bulletin boards and projection screen from where they sit. They can also see other students' faces--not just the back of their heads! The teacher can easily see all students at a glance and can move around the outside of the circles, into the circles and between them as needed. No one is ever very far away from the teacher.

The bulletin boards, which cover three walls of the room, are colorful, and imaginative. Each has a theme which teaches. There are themes of math and numbers, colors and shapes, dates, the concepts of "over, under and beside" and the classroom rules. Some sections of the bulletin boards display student work--a four-line story written by a student who is just learning to write and spell or a "100" math paper.

The remainder of the room is occupied by learning centers. The math center has beans for counting, cups for measuring and blocks for

learning geometric shapes. The newly finished reading center has low bookcases which are filled with "first" books, "easy to read" books, and picture books. The bookcases surround the carpet on three sides, making it very private and quiet for reading. The pillows the students have arranged are stacked in inviting groups. The science center has shells, rocks, a wasp's nest, a magnifying glass, several labeled pictures of monarch butterflies and the quiet gurgle of an aquarium in the backgound. At the front of the room, in front of the chalkboards, is another carpeted area which is used by the reading groups. It is a place where the teacher can gather all the students in a relaxed, informal group away from their desks.

Every part of the room is utilized completely, yet is is orderly, clean, well-organized and arranged for the students' use and access. The teacher, as a creator, with sensitivity and imagination has designed a setting for students; a setting in which the students are participants and learners and learning is a continual process.

Most of the students have arrived, put up their coats and taken their seats. A worksheet with the week's spelling words is already on each desk and the students begin to work individually as the teacher waits for the whole class to assemble. The class is composed of 22 students, 12 male and 10 female, 13 black and 9 white students. As the students are completing the worksheet, the teacher's aide arrives from breakfast duty and the aide and teacher discuss activities for the day.

The 8:00 a.m. bell sounds and the teacher moves to the front of the classroom. "There's the bell, did you hear the bell? Good

morning, it sure is cold today, isn't it? Jesse, your coat is on the floor again! We'll wait while you put it up."

"Everyone come to the front." The teacher motions to the carpeted area at the front of the room and the students move quietly from their desks to the carpet. They sit cross-legged on the floor, close to each other in a semicircle around the teacher. Several students giggle and talk among themselves. "We're waiting. When everyone is quiet and looking this way, we'll look at the calendar."

The calendar is large and attached to an easel. It is filled in by the teacher as the students answer the questions asked. "Who can give me the name of the month? Who can give me the day of the week? What is today's date? A three and a zero, then a comma, good for you, you remembered the comma." As they do every morning, the students discussed the day, the date, and the year.

"Let's sing a song. Which one would you like to sing? Let's vote. OK, we'll sing 'This is the Way We Walk to School,' the most voted for that one." While the aide puts the record on, the teacher separates the students so they will not bump into each other while going through the motions. The music begins and the teacher leads the class in singing and in acting out the song. A good amount of excess energy is used by the students as they sing five verses of the song. In the opening morning activities, the teacher has demonstrated the roles of teacher, questioner and model with sensitivity, informality and enthusiasm.

While the students return to their seats, the teacher takes attendance and sends a student to the office to turn in the roster with the reminder, "don't make any stops along the way and don't wave into any classrooms!"

"Let's talk about the news," brings a jumble of hands into the air and several students talking at once. "One person at a time, raise your hands and I'll call on you." As different news items are mentioned by the students, the teacher asks many questions to check for understanding and help them connect facts and events. All students who want to participate have a chance to speak which results in the discussion moving from the news to the day's temperature and weather. The teacher uses that topic as an opportunity for a short science lesson on the difference between hot and cold temperatures.

The next activity consists of the class dictating their own news story to the teacher who writes it on a large chart at the front of the room. Their story is composed of the news topics which have been discussed by the class and includes an entry of the temperature and a weather forecast! In the course of this one activity, the teacher teaches some math, spelling and reading and all students participated. The school day is now 45 minutes old and the teacher has already assumed the roles of guide, teacher, bridge, model, questioner, creator, learner and actor. The characteristics of informality, sensitivity, adaptability, enthusiasm, imagination, patience and, above all, concern for the kids have been in evidence.

It is Friday and time for the weekly spelling test. The teacher announces "We are going to have our spelling test. Everyone clear your desk. Remember to put your name at the top of the paper." As these directions are being given, the teacher moves around both circles of desks, checking to see that all students have pencils and paper ready. The whole class is ready for the test to begin within 30 seconds of the announcement. The aide erases the list of spelling words from the board where they have been since class began. "How many are ready? Who doesn't have an eraser?" The aide also circulates to see that everyone is ready to take the test. The teacher begins the test. Each word is repeated twice, used in a sentence and repeated again. During the test the teacher moves continually around the room checking on each student to see how they are progressing. At one point, the test is stopped while a student finds another pencil in her desk. After calling out all of the words, the teacher reads slowly back over the entire list. "I saw some good spellers. I know you all did well. I could tell you had studied the words." These reinforcers are said to them as the tests are taken up.

The spelling test completed, the next activity of the day is reading. The teacher assigns individual seat work to the students in two of the reading groups. Directions are given and the teacher sees that all students understand what to do. The third reading group is then called to come to the front carpet for a lesson. A student passes out the reading books to the group. The teacher begins the reading lesson by going over a list of vocabulary words which will be found in the

story of the day. Next, questions are asked about the vocabulary words to ascertain the understanding of the students. Good wait time is shown during the questioning process. All students participate in the discussion. Correct pronounciation of the vocabulary words is stressed as they work through the lesson. Several times during the lesson some of the students' attention wanders. "I need you to look up here, I want you to know these words, everyone needs to be part of the group." The lesson ends with an assignment which the students are to do at their seats. Again, clear concise directions are given and the teacher makes certain that everyone understands what to do.

The students in the reading group return to their seats and a second reading group is called to the front carpet. While they are assembling, the teacher talks with the students in the third reading group and gives them an activity to do with word cards. A check is made on the students in the first group to see that all are starting on their seat work. At the same time another teacher arrives to take one student to the resource class. The second reading group is now seated on the front carpet and ready for the lesson. After a quick scan of the rest of the class, the teacher begins the lesson.

As the reading group progresses through their lesson, there is the murmur of two students discussing a book in the reading center, the rustle of papers of the students working at their desks and students occasionally getting up for a drink of water. The students working at their seats are allowed to go to the water fountain at the back of the class when they need a drink, although there is a rule of "only one at a time at the fountain."

"You give my paper back," erupts from a student working at his desk. The student seated next to him has thrown her worksheet in the wastebasket and taken her neighbor's! The teacher approaches the two and quietly asks the girl where her paper is. The child does not answer or look at the teacher. The question is repeated in a soft, but very firm tone. The girl points to the wastebasket, but says nothing. "You give Mark her paper back and get your paper out of the wastebasket." The child hesitates momentarily, then goes to the wastebasket and retrieves her crumpled paper. Returning to her seat, she hands Mark his paper. The teacher leans over the girl's desk, "Show me why you threw this away." After a few minutes of discussion, the teacher leaves the student working on her sheet and returns to the reading group. Throughout the lesson there are frequent reminders of good study skills and maintaining high standards, "Read as you go, read carefully, put your names at the top of the paper, write carefully."

The third reading group of the day is called to the front carpet. The teacher opens the lesson with a discussion of the word "imagine." The discussion serves to give students a chance to contribute and to inform the teacher of what they actually understand about the term and concept. Next, the teacher reads, quite dramatically, a poem related to "imagining." The students become involved in reading the poem and take turns reading each line. Following the poem there is another lively discussion of "imagining" which the teacher uses to introduce the reading unit. As the discussion and poem progress the teacher interjects reminders of good manners and politeness. "Don't

talk while others are talking, get a kleenex from my desk, raise your hand, say 'excuse me,'" are directed to individuals or the group as a whole. In this sequence, the teacher is seen as a storyteller, actor, creator, questioner and model for the students who are part of the reading group.

It is 10:30 a.m. and the students are ready for a restroom and water break! The teacher says quietly to the students "Let's take a break." It is obvious the students are in need of a change of pace and also obvious they know what the teacher expects during the break. They line up quickly and quietly while one student picks up soap and another a stack of paper towels. At the restrooms, the girls line up on one side of the hall, the boys on the other. The teacher stands between the lines checking to see that each has a chance to go into the restroom and to stop at the water fountain. Their hands are checked and several are sent back to wash or to wash again! As the students file in and out of the restrooms, the teacher talks softly with the children in line. Several times the teacher laughs at something a student says. One of the laughs stop abruptly when two girls begin pushing and shoving for a place in line. "You will both go to the back of the line and wait until I tell you to return to the room." While saying this the teacher moves close to the two girls and signals the line leader to take the rest of the students back to the classroom.

Back in the classroom it is time for another reading group. This group needs more time with the teacher and the most obvious characteristic demonstrated during this lesson is patience. Throughout

the activities with this small group of students the teacher has to continually refocus the group to keep them on task. "Look at me, don't turn the pages, you've got to listen." Each portion of the lesson has to be broken down into an understandable entity which results in the teacher moving very slowly through the lesson and repeating many parts of it. She concentrates on vowel sounds and experiences a tired satisfaction when most of the group appears to learn two vowel sounds.

A mother arrives to have lunch with her child and the teacher uses her arrival as a cue to prepare for lunch. One student is assigned to hand out the lunch tickets to the students who participate in the school's free lunch program as the rest of the class members go to their cubbies to get lunch boxes and bags. When all students are back at their desks, the teacher reads the day's menu. "Now, does everyone have a ticket, a lunch or their money? Tracy, what did you do with your quarters? Look in the very back of your desk - did you find all of them? I will tell you when to line up and I will tell you who will be first. Let's have 'hot dog people' first, next will be 'taco people.' I know you are not going to run in the hall. We'll wait until everyone is quiet."

The teacher leads the line of students through the halls to the cafeteria. As they move down the lunch line, the teacher helps them with trays, with their selections and with their money as they pay the cashier. They are also kept in line and reminded to be quiet. As they sit down at their tables in the cafeteria, the teacher speaks politely or nods to other teachers already at lunch.

The aide sits at the head of one table and the teacher at the head of the other. After a check to see that every student has a napkin and utensils, the teacher begins to eat. The students talk with each other while eating and the teacher talks with those students sitting closest by. The teacher frequently monitors both tables of students visually to see that everyone is eating and no problems are occurring. The students take their trays to the window of the dishroom as they finish eating and return to their seats at the table. They continue to talk quietly with each other after depositing their trays.

"It's time to go back to class," at this signal the students stand up, push in the chairs and line up in the center aisle of the cafeteria. Again at the head of the line, the teacher leads the students back to the classroom.

In this sequence the teacher has demonstrated the characteristics of model over and over. Proper behavior in the cafeteria, passing through the lunch line and eating in the cafeteria are modeled. The demeanor of the teacher has a quiet and calming influence on the students' behavior at the tables. Good table manners, including mealtime conversations, are modeled and shown to be what is expected of the children.

The math lesson for the day is about differences in lengths. The class is not divided into groups, but rather is taught as a whole group. The teacher begins the lesson by passing out popsicle sticks and rulers to each child. "I am giving everyone two items, look at

what I am giving you and think, think about the difference between the two things." The popsicle sticks and rulers are used to demonstrate for the students lengths and the difference in lengths. "Which one is longer? Which one is shorter? How long is the stick? How long is the ruler? The students bend intently over their desks studying the lengths or hold them up to show each other, "the popsicle stick is the shortest, the ruler is 12 inches long." The teacher gives them time to compare, handle and study the two objects. "Tracy, are we beating drums? One check by your name - five minutes off at playtime." Following the students' explorations and discoveries about lengths, the teacher discusses the difference between short and tall. "Mark, stand up here beside me. Ann, you come up here too. Okay, who is taller? Who is shorter?" One student, who has a solid understanding of the concept, shouts "Ann's the popsicle stick!" As the laughter of the class dies down the teacher assures Ann it is quite alright to be a "popsicle stick!" The two students return to their desks as the teacher asks for questions. "Now, I have a page of exercises for you to complete about different lengths. Put the sticks and rulers on your desks, they will help you answer the questions." The directions for the exercises are given carefully and clearly as the teacher moves around the room to see that all are ready to start work. "Remember your name at the top of the page, write neatly. Raise your hand when you are finished. Sh, sh, you are supposed to do this by yourself." As students complete the worksheet they are instructed to "stack them neatly on my desk and go quietly back to your seat." Several students

have difficulty with some of the exercises and the teacher and aide work individually with them as questions arise. "Jesse, you may work on your sheet later, you may keep the stick and ruler in your desk."

The teacher returns to the classroom after the 30-minute duty free time which has been included in the teaching day for teachers. While the teacher took the 30 minutes, the aide read to the class.

A restroom break, structured the same as the morning break, is next on the agenda and the students appear quite ready for it! As they wait in line in the hall, they are more restless than they were during the morning, there is more talking and one student is sent back to the room alone for misbehaving. When they return from the break, the teacher gives them a few minutes to put their heads down on the desks to rest.

"Let's have sharing," brings the youngsters to the carpet at the front of the classroom. At this time, the teacher is in the role of questioner and learner. Concern and interest is shown for the students as each is given careful attention while they share with the group.

Mark's demonstration of a remote control car elicits from the teacher "what makes it go? What kind of car is it? Do you understand how it works? Let me try!" As each student takes his turn sharing with the class, the teacher asks questions and makes comments about their topic or items. There are opportunities for the other students to ask questions or tell about similar experiences. The teacher

finally has to end the discussion by telling the class it is time to see the weekly film!

The students return to their desks. One student has been selected to help the teacher with the projector, one to close the blinds and another to turn off the lights. "Boys and girls we have a real good film to see, it is titled 'Free to be You and Me.' This is a film about friends and cooperation. Who can tell what cooperation means? Right, good answer, We are ready now."

The lights go off and the projector starts. At the first notes of music the film starts to skip and the sound is garbled. "We have trouble with the film, turn the lights on please!" Several adjustments are made to the projector, during which time the class becomes restless and talkative. "Sh, sh, it will be fixed in a minute. Okay, we're ready." The film is begun again, the lights are off again and this time it works.

During the film the students listen and watch intently. At one point several students, at the back of the room, are talking to each other, but stop without being reminded. Several times the whole class spontaneously claps in time with the music of the film. While keeping one eye on the film and the class, the teacher grades the morning spelling tests. At the conclusion of the film the students applaud, the lights come up and the teacher moves to the front of the room.

"What would you wish for? What is one wish in the whole world you have?" This question is posed to the whole class. Students raise their hands to answer and each that wants to comment has the chance.

The teacher responds after each child has spoken, "we don't say if a wish is right or wrong, we just say what we wish." Students are not allowed to comment on or criticize other's wishes. The teacher encourages them to think about what the wishes are and to talk about them at home with their families. The students are questioned about what happened in the film to find out if they were paying attention and to check for understanding. Two students are appointed to take the films and projector back to the media center and the blinds are opened.

"Class, it's time to go home. Please clean off your desks. Do I have everyone's papers from today?" The homework assignments, which had been written on the chalkboard throughout the day, are pointed out one last time. Students are reminded to bring library books back on Monday and are wished a "good weekend." They get their coats on and their backpacks and bags loaded down. The chairs are put up on top of the desks so the custodian can sweep and clean the room. As the bus numbers are announced over the intercom, the students are dismissed in small groups. "Good-bye, see you Monday. Have a nice weekend. Jesse, put your coat on and don't drag it on the floor! Good-bye."

Summary

Hopefully, you come from your journey into a classroom and through a school day with a better understanding of the human side of teaching. Certainly emphasis has been put on the human side characteristics, but the emphasis is there because the traits are there. These

characteristics displayed and demonstrated by teachers, often make the difference between a student learning or not learning.

In this description we saw the teacher portraying the characteristics which comprise the human side of teaching. From the beginning of the day the teacher set the tone for the students by showing interest for them and enthusiasm for what they had done and would do. There was sensitivity to the students' needs, both individually and collectively. The teacher created a setting in the classroom by the manner in which the room was organized and arranged. Imagination was used to create a place for students to become learners.

As the day progressed, the teacher was seen in the roles of questioner, teacher and model, over and over. The performance of these roles was accompanied by sensitivity, informality and enthusiasm. The teacher acted as a guide, bridge and learner. Underlying each of these roles were the characteristics of adaptability, patience and, most importantly, concern for the students. The teacher demonstrated the ability to move from subject to subject smoothly and effectively. The necessity of having the ready lessons, answers and suggestions for each group and each child was shown.

This is the human side of teaching. This author contends this is what we do not evaluate and why we do not fully know the teacher in the classroom. We have become so preoccupied with counting and numbering the measurable components of teaching that we have overlooked these most important of traits in the teaching-learning process. The humanness of teaching has been forgotten in favor of quoting numbers about

teaching. We have lost our appreciation for the thickly textured fabric which wraps students in the learning process.

CHAPTER IV

WHAT TEACHERS SAY THEY DO IN THE CLASSROOM

Introduction

Another approach used to research the characteristics of the human side of teaching was that of surveying teachers and asking "What do you do in the classroom?" The method chosen was that of a Critical Incident Technique (CIT) survey. This technique, which is a systematic approach often used in performance appraisal, is a listing and description of the critical requirements of a job. These critical requirements are the behaviors which are considered to make a difference between a job being done effectively or ineffectively. Critical incidents are descriptions, by observers, of things an employee does that are especially effective or ineffective in accomplishing the job. Such incidents provide information on the static and dynamic aspects of a job and are most often used as a behaviorally based starting point for performance appraisal (Cassio, 1978).

This technique provided a basis and format for conducting the survey, but was modified to allow the teachers to record the methods, strategies and techniques used in their classroom rather than having an observer record them. This approach was chosen to give teachers an opportunity to say, in their own words, what they do in the classroom. This provided a blend of a traditional method (for form) and a qualitative approach (for data) to conduct the survey. By allowing the

teachers to describe what they do in the classroom, they provided a sense of their own "situatedness" in the world of teaching. It encouraged them to reflect on and describe their world and place importance on the process they were involved in on a daily basis (Suranksy, 1980).

The Survey

In an attempt to verify the premise that teachers do many things, which contribute to their effectiveness, that are not evaluated in their formal evaluations, a survey was conducted of 150 teachers in the Greensboro Public Schools on what they identified as effective and ineffective teaching. The survey was conducted during the 1985-86 school year.

In this research, 18 characteristics of teachers and teaching have been identified which are essential for effective teaching, i.e., for learning to take place, but are not rated when a teacher is formally evaluated. The characteristics are guide, teacher (instructor), bridge (connector), model, searcher, questioner, counselor, creator, storyteller, actor, learner; also, informality, sensitivity, adaptibility, enthusiasm, imagination, patience and concern for students. The responses to the survey were analyzed and categorized into the 18 characteristics as verification of the premise.

The 150 teachers surveyed were asked to cite at least five examples of effective teaching and at least five examples of ineffective teaching. A definition of effective teaching was given in the cover

letter explaining the survey (see Appendix E). Though a definition was given, examples were consciously omitted to avoid leading the respondents in their thinking. A checklist questionnaire was avoided for the same reason. Having the examples of effective/ineffective teaching described in the teacher's own words was of paramount importance.

The survey was conducted by selecting 100 teachers by random sampling and selecting 50 by choice from the 1,261 certified teaching professionals on the Greensboro Public School's staff. The 50 "hand-picked" teachers were selected to insure an adequate rate of return on the responses. The total 150 teachers included in the survey represented a range of grade levels, subject areas and years of experience. This representation was important because of the belief that the 18 characteristics crucial to effective teaching are generic to teachers and teaching-learning situations at all levels.

Each of the 150 selected teachers received a manila envelope containing a letter explaining the survey, 10 index cards and a mailing label for returning the cards. The 10 index cards were color coded into five blue and five yellow cards. The blue cards had a computer label at the top of the card which asked for one example of ineffective teaching and the yellow card had a label which asked for one example of effective teaching. The mailing label which was enclosed could be affixed over the name on the manila envelope so the envelope could be used to return the cards. If they chose to use this method of returning the completed cards, it guaranteed their anonymity. The cards were not coded in any way to identify the respondent in the belief that a

larger number of responses and more honest responses would be received if the participants thought their answers were completely anonymous. The packets were sent out through the local school mail with the request they be returned the same way. The deadline for returning the cards allowed three weeks for completion of responses. The survey was approved by the Research Review Committee of the Greensboro Public Schools. Table 1 contains statistics on the response rate to the survey.

Table 1

Survey Responses - Number and Percentage

		Number	Percentage
A.	Surveys were sent to 150 teachers		
	Total number of teachers responding	53	35%
B.	10 cards each were sent to 150 teachers = 1,500 cards		
	Effective examples - 5 x 150 = 750 Ineffective examples - 5 x 150 = 750 Possible Returns 1,500		
	Total number of cards returned	506	34%
C.	Cards returned by category		
	Effective examples	255	50%
	Ineffective examples	251	50%
D.	Number of teachers returning complete sets (10 cards)	42 of 53	79%
	Number of teachers returning incomplete sets	11 of 53	21%

The quality, as well as the quantity, of responses was quite good. It was interesting that such a large number of teachers, 42 of 53 responding, returned complete sets of cards--a 79% completion rate. Many participants called to ask questions, get verifications, to see if they were "on the right track," and to ask how detailed they should be. It is apparent from the answers that a majority of the respondents put much thought and time into the examples they submitted and were conscientious in recording them. It was gratifying to have reaffirmed that teachers, as a group, were interested and willing to participate in a project which focused on their profession.

A first analysis of the responses concentrated on the examples of effective teaching. Each example was categorized under one of the 18 identified characteristics. Following the first analysis was the realization that each example could be categorized under several characteristics. A majority of the responses were descriptions of instructional or curricular techniques and methods, but they could be classified secondarily under one or more of the characteristics. Some of the responses, however, spoke directly to the 18 characteristics and were given careful attention. Based on the premise that teachers do many things they are not evaluated on, the responses were analyzed to determine how many of those things were directly referenced by teachers. A second analysis of the responses was done to categorize only those examples which spoke directly to one of the characteristics.

There were 255 examples of effective teaching returned; of these 65 (25%) responses were direct references, i.e., examples which described

the characteristics that have been identified. Table 2 shows the distribution of responses by characteristics.

Table 2

Distribution of Responses by Characteristics

	Characteristics	Number of Responses
Teacher has:	Concern for students	10
Teacher as:	Bridge	8
	Teacher	5
	Model	5
	Guide	4
	Learner	4
	Creator	3
	Counselor	3
	Questioner	2
	Searcher	1
	Actor	1
	Storyteller	0
Teacher is:	Sensitive	6
	Adaptable	4
	Enthusiastic	3
	Imaginative	3
	Patient	2
	Informal	1

It is apparent that having a concern for kids, caring for youngsters and liking students is of great importance to teachers (10 responses). However, this characteristic is not part of formal evaluation instruments because it can not be measured. How do you count "concern for kids?" Yet, teachers perceive this characteristic to be a vitally important part of the job they do and important to their effectiveness.

Teacher as a bridge, a connector, had the next highest response rate (8). This is one of the essentials of teaching; making connections, linking knowledge so that students understand what they are learning and how it related to them and their world.

Sensitivity (6 responses) and the teacher as instructor and model (5 responses each) were also important to teachers. In their responses teachers saw themselves as learners and guides and as being adaptable (4 responses each). A review of the table will give the reader an indication of the frequency of responses as related to the other characteristics. It was interesting, and important, to find all but one of the identified characteristics, were directly referenced by teachers. The one missing was storyteller.

What Teachers Say

What do teachers say about teaching and what they do in their classrooms? In the following section quotes from teacher responses to the survey will be used to illustrate the identified characteristics of teaching.

A concern for students was the characteristic listed the most frequently by teachers. The teachers said:

> The teacher should teach for success on the part of students with more time devoted to positive feedback than criticism. No one learns in a climate of criticism. We should be concerned with building self-esteem so that students are ready to face the challenges presented to them.

> Be caring, consistent and fair. If you are sincere, your students will realize that you really care about each as an individual.

> . . . being sincere and caring for the students (the students always seem to know).
>
> Remember in conferences with parents that each child is the most important child in your class to his/her parents. During the conference, convey to the parents that his/her child is also very important to you. Sometimes the parent needs to talk about his/her child.
>
> . . . close communication between regular classroom teachers and special (resource) teachers to define goals and monitor progress.
>
> CARING! Truly showing an interest in the student as a person has been my most effective method of teaching.
>
> . . . you don't have to be buddy-buddy with students! Just care what happens to them.
>
> Effective teaching requires knowing your students' needs physically, mentally, emotionally and responding in a way to meet those needs.
>
> . . . relates to and communicates with students, learns about their interest, hobbies, etc.
>
> . . . enhancing the student's positive self-concept.
>
> . . . the love and care of other human beings.

To be a bridge, make connections, for students is of the essence in teaching. Teachers see this as a very important aspect of their job. The variety of methods and strategies used to accomplish this is myriad. The techniques chosen are determined by the subject matter, age of the students, interest level, ability level, etc. Following are examples of the ways teachers say they act as bridges for their students:

> An earth science teacher, teaching a unit on geologic age to junior high students, had the class construct a time line on adding machine tape starting with approximately the "creation" of the universe and progressing through the epochs. The tape wrapped around the room, out the door, down the hall, up the stairs . . . before they got to man who occupied the sum total of seven inches of tape!

> Third and fourth grade students, after researching owls and observing owls on a field investigation, invited a local community resource person who directs a sanctuary for injured and orphaned animals to bring her owls to the classroom. She brought the animals and gave instructions on the care of animals. From the interest in helping the animals, a project was born. The children developed a brochure and portable display which was utilized to help make people in the community aware. A local hospital printed the brochures and the brochures and portable display were given to the resource person to use in her program. She uses the display when talking with civic and community groups.
>
> . . . extensive use of resource persons to give true accounts of their careers.
>
> . . . Do encourage students to integrate concepts . . .
>
> . . . field trips to areas that are related to the subject area.
>
> . . . chose to teach a unit on how to read charts and tables by introducing the unit the day after the ACC basketball tournament. Using scores and points scored by individual players (taken from the newspaper), I put them in chart form and made overhead transparencies. The students located information from the charts, calculated points and drew conclusions.
>
> To teach students to see relationships, they make a scrapbook choosing items from newspapers and magazines that reflect what is being learned in the classroom. In writing, the students must state how the items (pictures or articles) relate to the concept or skill learned.
>
> Cooking is used in kindergarten class to teach reading, math, science and basic life skills. In one lesson the students make doughnuts from canned biscuits. They do all the work through each step of the recipe and then get to eat their creations!

The teacher as a <u>model</u> was succinctly and movingly described by the survey respondents.

> Serving as a positive role model.
>
> Demonstrate what you are asking the students to do.

> . . . write with the students as they write, show the students your marked-up drafts, share with students your beginning jottings and then the final draft. Demonstrate that the teacher is a writer.
>
> . . . the attitude of the environment and teacher is calming, stimulating and has a minimum of stress. The teacher models a relaxed, centered, calm manner before presenting information to the students.
>
> . . . there is a relationship between the teacher and the student that shows respect and concern foreach other. Never ask more of your students than you plan to do yourself. Serve as a role model.

Teachers see themselves as <u>teachers</u> (instructors) in a variety of ways.

> . . . helping the students develop a lifelong love of learning and an inquiring scientific method approach.
>
> Different modes of teaching must be used in all situations. Visual and verbal explanations are used most often, but a kinesthetic mode is very important when trying to get across certain concepts to students.
>
> If a classes' test scores are low except for four or five, divide the class into groups letting the four or five be the teachers. Tell the "teachers" if everyone in their group improves their score, they will receive 100; if everyone in their group passes, they will receive 110!
>
> . . . the ability to differentiate relevant material from that which is not relevant based on understanding of the subject being presented. What is the concept to be learned? Can the teacher creatively present the concept in different ways to enhance the learning process? Is the concept presented with clarity at the appropriate developmental level of students' understanding?

Teacher as <u>guide</u> is described in several different ways, all of which make it apparent that the teacher acts as a guide to students.

> I was doing a unit on volleyball skills. The students couldn't get out of the habit of lunge/jump to reach the ball instead of moving their feet. Some kicked their feet out behind, some bent elbows, etc. Demonstration did not help, various drills failed. I arranged to videotape each

student's problem, that let them see themselves going wrong. I then retaped the students performing correctly.

. . . preparing to take a field trip, setting the background by telling the students what they would be seeing. I was the guide on the nature trail, leading the class and pointing out plants and animals they had studied in class. I continued as guide upon returning from the field trip by discussing the trip and branching out and deciding how we wanted to use what we had learned, working on individual projects and doing something with the end products.

. . . providing lessons where the student is self-directed and the teacher facilitates.

. . . allowing students to assume some responsibility for classroom management such as rule formulation, distribution of equipment and supplies, peer testing, etc.

As learners, teachers:

. . . want to take workshops to continue to be educated.

. . . realize I must sometimes say "I don't know" or "I made a mistake," but I am willing to find out and learn.

. . . effective teachers use many examples in their lessons and are not afraid to cite personal experiences. They don't hesitate to say "I don't know, but I will find out." They don't hesitate to say, "I made a mistake."

Commitment! Teacher is a seeker, teacher is willing to change, has personal goals for professional growth. Is highly knowledgeable in subject matter and is always strengthening expertise based on new information based on research. The teacher is willing to share at a professional level with other teachers and to learn from colleagues not only about information and teaching techniques, but of strengths and needs of students.

A creator is something teachers often have to be due to a teaching method or strategy not working with a class or a student or because of limited resources.

A class was asked to write a story about their experiences "if it rained popcorn!"

> A foreign language teacher teaches conversations using characters and scenes on her bulletin boards. Students invent their own stories and descriptions and demonstrate both knowledge and a little imagination!

> . . . it doesn't matter what is taught, but there must be a combination of thinking with feeling, intuition and physical sensing. For example, I ask the class "what does it feel like to walk in a meadow? What do you think you'll see there? Let's imagine we are there." My descriptions and the students adding their descriptions can lead us to a study of communities (within the meadow), a study of insects, reading of poetry and learning math by doing a population study.

As counselors teachers often help students with problems and situations the student can take to no one else. They give direction and advice based on their own experiences and the experiences of the many students they have worked with.

> . . . letting students help make judgments on how they truly feel they are doing. This can be handled by short student-teacher conferences, notes written to the teacher or impromptu conferences.

> . . . I have a short one-to-one conference with each student each mid-term, grades and situations are discussed and suggestions are made for improvement.

> Establishing open communication between parent, child, teacher and other professionals.

> establishing good relations/communications with parents. I think this is so important. Parents call me about problems their children are having that don't even involve school.

> Self-concept, interpersonal relationships and emotions are taught throughout the school year. Students draw pictures of themselves, they go through magazines and find positive words to describe themselves. Students are given names of all classmates and for each name they write something positive. This is done anonymously so students won't know who made which statements. Each student picks the three he likes about himself and combines them together in one sentence on a notecard. The notecards are taped to the top of individual's desk so he/she can read them on days when they need a lift.

Examples of teacher as questioner ranged from the very practical to the thought-provoking.

> Questioning techniques are my most effective techniques in a classroom situation because it purposely involves all of the students.
>
> . . . Knowing what is essential, sometimes we need to ask ourselves why we are teaching something. I'm always learning whatever I'm teaching.

Searching is another important characteristic of the human side of teaching.

> . . . each learning becomes a total experience. We brainstorm what we already know about a subject. We explore everything we can about the subject, we use it, we think about it. We evaluate what we have learned and compare it to what we thought we knew. It's a continual process even if it takes one hour or one month.

Teachers are actors in several senses, but often it is acting in its purest sense, ". . . pantomine where this can clearly convey meaning . . . ."

The sensitivity of teachers was seen as important to the respondents and was described in ways that are both subtle and obvious.

> . . . encouraging and praising. Every student, whether advanced, average or slow, has qualities that deserve praise. Every student needs to hear that he/she is doing a good job.
>
> Respect the student. I try not to embarass any student in front of his/her peers. This only adds to the problem. Even when a student needs firm, immediate discipline, it can be issued in a respectful way.
>
> Often school systems have progress or warning type reports due mid-way in a grading period. I have found that sending positive reports home at this time (or anytime) rather than only negative reports is a great motivator. Parents always like to hear some good things.
>
> Teach in such a way that students understand that if they fail to understand a skill or concept they will not consider themselves failures.

> Get to know each child as an individual, and cater to the individual need.

Adaptability in teaching can mean adapting to different situations or to the way youngsters learn.

> Primary students made their own visual aides and manipulatives (a game) and taught the younger students in another class by playing the game with them and then awarded prizes they had also made.

> . . . being flexible, change your plans if students need extra time with certain lessons or if they catch on fast and are ready for more.

> Always be prepared. Vary methods of teaching and be willing to go off the subject at times (but not left field!).

> . . . flexibility - being able to adjust to new situations. Being willing to admit that there is more than one way to learn a skill. Sometimes another student can get a lesson across better than I can.

Imagination as a teacher characteristic was cited in various ways.

> To stretch the students creativity and to develop self-confidence in their responses, students work in pairs to draw or write 10 uses for a flower pot. There are no wrong answers!

> To problem-solve how many seeds were in a pumpkin, students listed their guesses on the chalkboard. Then in teams they put 10 seeds in paper cups. They then grouped the cups by hundreds and counted 710 total! They were amazed at how easy it was to count that high.

> . . . the best method that I know to get lessons across is imagination and creativity. Unfortunately this is not always planned. If I'm in the middle of a lesson and an idea hits me, I'll use it. This is where flexibility is important.

> In teaching a unit on the solar system, I was trying to get the idea across of the relationship of distance to the sun in relation to the length of orbit. It suddenly came to me that the best way to teach this was visual. We went out to the athletic field. I was the sun, one student was

> Mercury, another was Pluto. I asked them to move around the sun, the other students counted Mercury's orbits as compared to one orbit of Pluto. Whatever works!

Teachers find enthusiasm a crucial ingredient in teaching students effectively.

> A teacher should be interested and enthusaistic about the students and subject matter.

> My first goal as an effective teacher is to "turn on" the children to learning. I use enthusiasm, humor, structure and love to do it.

A good example of the kind of patience a teacher needs is illustrated by the teacher from an alternative high school.

> In working with an 11th grade student who had difficulty getting to class on time (he was always 15-20 minutes late), the teacher began to seek the student out, before class, wherever he was on campus and walk with him to class. He was escorted by the teacher every day for two weeks before he finally took on the responsibility and got himself to class on time!

Teachers defined informality as:

> Being available, visible places other than the classroom and willing to be the teacher who is interested rather than just "the teacher in charge!"
>
> The teacher must show she is a "person!"

Summary

These are the 18 characteristics of the human side of teaching, as they have been identified, in the teachers' own words. Teachers have described themselves functioning in the numerous roles required of them to be effective in the teaching-learning process. These characteristics are present, and necessary, in classrooms at all levels and in all subject areas.

The responses to the survey underscore the findings from the classroom observations of what teachers do in the classroom and how many of the things a teacher is are not measurable in the traditional manner.

Interviews as Conversations

A third approach used to research teachers and teaching was that of informal, open-ended interviews. The "interviews as conversations" approach is valuable in field research because it provides data of rich and varied detail which adds depth when used in conjunction with other data. Informal, unstructured interviews allow the interviewees to develop answers and create a flow of thoughts and ideas which would not be possible in straight question and answer interview sessions (Burgess, 1984).

It is pointed out by Burgess (1984) how important it is to informal, unstructured interviews that the interviewer have detailed knowledge of the situation being discussed. The interviewer should go into the interviews with sufficient background and preparation to be able to talk with the respondents from a standpoint of interest and understanding. The background knowledge for these interviews came from 14 years of experience in the field of education.

Informal, unstructured interviews consist of a list of topics or themes which are discussed with the respondent rather than a set of questions(Burgess, 1984). Two topics were discussed in the interviews used in this study, (1) What does it mean to teach?, and (2) Do

evaluations of teaching help? The first topic was covered to gain insight into what the teacher did as a teacher and why. The second was discussed to learn how the teachers thought and felt about the process of evaluation.

Three teachers were interviewed and the two topics were covered with each of them. The teachers interviewed were a first-grade teacher with 25 years of teaching experience, a high school English teacher with 16 years of experience and a junior high science teacher with three years of experience. The three teachers were identified by principals and other staff members as excellent classroom teachers, articulate and willing to discuss the topics. They were also chosen because they represented a range in grade level, subjects taught and years of experience.

The teachers agreed to participate in the interviews after the research project was explained to them. Each teacher was asked to discuss the two topics and the interviews were tape-recorded. All of the teachers were assured of complete anonymity. The interviews took place in the teacher's classroom. After completing the interviews, transcripts of the taped conversations were made to analyze what the teachers had said about each of the topics.

The Interviews

The following section consists of direct quotes from the teachers on what it means to them to teach and whether evaluation is helpful to them as teachers. The teachers will be identified as Teacher

A, Teacher B and Teacher C. At the conclusion of the quotes, the responses to the topics will be summarized.

Teacher A

Question: What does it mean to you to be a teacher and to teach?

Teacher A: Anyone teaching is teaching a child to think, teaching a child to put together things to get true information, teaching a child to separate what is true from what is not true. Thinking skills, teaching to think and that there is a logical approach to any piece of reading or any task, is the important thing I teach.

Question: How do you know when your students have learned?

Teacher A: This is difficult, a lot of the time I am not certain to what extent I've been successful and then perhaps weeks or even months later I see an evidence of it. The good satisfactions come a long time later.

Question: What has happened when you leave your class and say "this was a good teaching day?"

Teacher A: In this school I think it happens when I have been able to interest my students, to make, or almost make, them forget that I am teaching and they are learning, in spite of themselves, and they get caught up in it. It's like when they have a writing assignment that is so interesting that they forget about the fact they don't like to write or can't write. If they have a sense of satisfaction then I have a sense of satisfaction.

Question: Do those days happen as often as you would like them to?

Teacher A: No, to be honest with you they don't, for any number of reasons. Here so much affects our students, we are vulnerable to so much that goes on that has nothing to do with our classroom. I lose my fifth period class after lunch because there's just been a fight in the cafeteria. Nothing I offer is going to compete with that fight. If we've had an assembly, which is a rambunctious, rousing assembly, I've lost the rest of the day. There are so many days when I don't get the students first.

Question: Can you have one of those really good teaching days, when you feel it's been a good day and still have students who don't learn?

Teacher A: Oh yes. I think it would be extraordinarily unrealistic to think I carried an entire class of my students for a whole period. With some students, to be quite frank, I have had great success when they are at least interested enough to be quiet and listen, not think, not do work, but at least I have their attention. On a good day a majority are salvageable.

Question: If you could name anything which would help you teach better, what would it be?

Teacher A: The thing that gets in the way so much in teaching our students is that they have a great deal of trouble separating the rest of their life from the classroom, there is so much carryover which affects. A lot of my students don't handle personal relationships well. They do not know how to cope with ordinary nuisances, it gets all hung up. I think sometimes with my students who do not get along well with people - if I could have much smaller classes it would eliminate some extraneous factors, this would do more for my ability to teach them. But that's not a given, it's not going to be possible. The other thing that would help, again it's not going to be done, is grouping of some kind. My students can't handle working within small groups in a classroom. They don't handle that well, they don't have behavior skills. Students are immature. They are not stupid, but immature. I hope this is not a new wave of people we are getting growing up whose parents have worked from sixth week on. Their behaviors do not permit me to teach the way I would like to teach. It would be ideal if we could have students working in small groups on different projects, but it can not happen. These students do not know people for whom school has been an important factor in their lives. School is largely social, not necessarily a place to come and learn, be studious.

Question: When someone comes in your class to evaluate you as a teacher, does that help you?

Teacher A: It doesn't bother me in anyway, it doesn't disturb me in any way. I don't mind people looking at what I am doing. Sometimes on bad days it's nice to have one person who may understand what I do. It depends on who is evaluating. I have had evaluations which have been quite helpful. I have had very generous evaluations. Insofar as actual teaching, no. They have been reinforcing kinds of things. They have been quite complimentary, but no, not helpful. The new evaluation (TPAS) gets at the same kinds of things evaluation always has, just more sophisticated. I don't understand an evaluation that can ignore the content, the truth

of what a teacher is teaching. This disturbs me enormously. It disturbs me that there is only one item that you could apply to someone with very bad speech patterns. I just think it has some terrible voids. It attempts to be more concrete and most of the things that are asked are quantifiable, but it begs the question. If you have someone doing all of these things do you have guaranteed good teaching? What happens is that you fit what the teacher is doing onto the form. I think it's difficult to always get a perfect match between a good evaluation on the form and what goes on in the classroom. Again, it is concerned with how you teach, how you conduct a class, just how you manage. You know it really deals with survival skills. It doesn't look hard enough at depth of knowledge of the teacher, and the quality of what she's teaching. You know, if you do not know the subject you look at broad objectives and classroom management. I do not see how you can evaluate someone without knowing a great deal about what that person is teaching.

Question: Can you describe what you experience when someone comes in to evaluate you?

Teacher A: I enjoy it, because I have an audience. I know my kids are going to be sharp, the good ones want to show off. By and large, I always have very good teaching on those days because I have a captive audience which thinks they must be model students for me and in the process they sometimes get caught up in thinking - so it's a real plus! I tell my students the principals are interested in what goes on in the classroom.

Teacher B

Question: What does it mean to you to be a teacher and to teach?

Teacher B: I feel that I can make a difference in children's lives. I feel like that what I do now can help them be successful through their life. All children are capable of being successful. Hopefully they will realize someday that I added something to their life to encourage them, to teach them the basics of the content area, to teach them responsibility, that they are rewarded throughout their life. They offer so much potential, for a lot of them, it's not like a blank sheet of paper. They have so many experiences they are coming in here with, but I just want to give them some positive experiences to add to that so they can be the best they can be, I want them to give 100%. What I really try to get out of them is 100%. It upsets me to see them cheat themselves.

Question: How do you know when the students in your class have learned something?

Teacher B: When we go back, for instance a month, we go back a month to something previously taught and I build upon it and they are able to intelligently put it all together. They are able to go through the thought processes of what we've done before and put it together with what we're doing now and they are starting to get a good solid foundation with it. Just by them showing me they can put information together is the big thing. Like when we have review games the day before a test and when I ask questions that are quite difficult that go beyond the literal level of thinking, critical thinking, reasoning, and they can put it all together. It's not straight memorization, they are truly learning the material.

Question: What has happened in a class when you walk out of it and say "that was a good class?"

Teacher B: When kids are excited about what we're doing. When they say "I've never thought about tha, I didn't realize that was the reason that happened." When I feel like everyone is participating. Sometimes when I start teaching and the subject is difficult, kids who have not been successful in the past will tune me out. When I can pull them in and get them feeling good about what we're doing and they are understanding, that's when it's good. Then I have students who ask questions that are good, thought-provoking questions. They are thinking about it - just to teach them to think about life and put it all together.

Question: When you have had a good day and you have taught well are there still some students who do not learn?

Teacher B: There are some kids, it's sad to say, but when you have a heterogeneous group there are going to be some kids whose beginning level is not the median and I may lose those. I really try to encourage kids who don't understand to come back and see me and to see if I can't explain it to them again. Kids that I know have trouble, I try to zero in on them during class time. I know when they understand it, I've really done something. What I'm looking for is the effort they are putting in. As long as they keep trying and giving me as much as they can, I don't get discouraged. They are not all going to learn the same because they aren't all alike, but if we can do in a class situation a variety of things then we're going to catch them. We're going to catch them doing something good and they are going to find something that helps them put that information together.

Question: Have evaluations helped you?

Teacher B. They have, they have because they have reinforced the things I do well. They have helped me to realize those things I think I'm doing. It's nice to have the concrete proof that someone else sees you doing them. Also, it helps me think about some things they see that I don't do. Evaluation has helped me slow down and make sure I have more understanding. We all like to have feedback, we like to know how people perceive us.

Question: Can you describe how you feel when you are being evaluated?

Teacher B: Sometimes I am afraid the children will do something really weird, something they never do, but that day they are going to have a bad day before they come in here. Something has happened at home, they didn't get to eat breakfast, they have boyfriend/girlfriend problems and I'm just afraid they are going to do something completely out of character for them. I can handle the things I'm used to, but things that just aren't like them at all, I'm afraid that's going to happen when people are in here. Also, sometimes I don't even think about they (evaluators) are h-re, after I get going I forget they are here especially if they are sitting at a student desk. I don't really feel the worry, but you can't predict kids. You always wonder about how that other person is going to think about how you handle situations. You know what you're doing is fine, but when someone is evaluating you they might not think that.

Question: Don't you think the observer understands that students are not predictable?

Teacher B: I'm afraid they don't always understand that, especially if they are an observer that has not been with this age student. It's a little scary when someone else is in here, you just don't know how they are going to react to it. And they don't know the students, I have children who have very low IQ's, and when I have them in the classroom and in their seats, we're doing pretty well. When I have them doing their work we're doing very well. I'm afraid they (evaluators) don't pick up on all of that. I'm afraid sometimes they don't look at the realism of it.

Question: If you could tell someone what you should be evaluated on, what would you tell them?

Teacher B: I would want them to look at the children to see if they were participating, if they were doing what they were supposed to be doing, to see that the information I'm

giving them is relevant. I want people to evaluate me who understand what I'm teaching. I mean they don't have to be a _____ teacher, but I at least want them to have a good _____ background. I want them to look at the materials I'm giving the kids and think if that's a logical way for the kids to learn. Is it logical for kids to be doing that right now? Does it seem like the kids, 90% of the children, are understanding? They should look at the atmosphere of the classroom, do the kids feel comfortable asking questions, or are they afraid they will be screamed at? Are the kids comfortable? I think that's about it.

Teacher C

Question: What does it mean to you to be a teacher and to teach?

Teacher C: Well, I guess it's getting to know children and to know how they respond, how they respond to different people, things and situations. I think teaching is important, really important, because dealing with young children and getting them started is what I really enjoy. The fact that I can get them started in the way I think, is a good way. If I get them started at the beginning of the school year - they come in and they are very bashful, don't speak up - but through coaxing I can get them started and starting them to think and sooner or later I have them speaking up. What does it mean--teaching? Really being able to do something and feel good about it. I really feel good about teaching young children. I can really see what I have done, along with other's help. I am really able to see that I taught these children and that means a lot to me. I just enjoy it!

Question: How do you know when your students have learned something?

Teacher C: Well, when I see the way they respond, you know, I notice a difference in the way they respond to things. I have known children to corrector help another child with something I had to help that same child with, but now he's helping somebody else. That's good to see. You see yourself a whole lot of times in ways you didn't realize.

Question: When you walk out of your classroom some days and think "this was a good teaching day," what has happened to make you feel like that?

Teacher C: Well, the plans I've been able to follow, some goals I've been able to reach that day and the children have seemed happy and really interested in what they were doing. I didn't have to schold, or beg, or pull to get a child to do

something I asked him to do. They were anxious to do it. When I have days like that I say "Oh, today was really good." I find those days are the best days, the ones when everything falls into place, you don't have to worry about what's next. You're not as tired at the end of the day I find.

Question: When you have had one of those good days, are there still some students in your class who may not have learned?

Teacher C: I am sure maybe they have learned to a certain extent. Maybe not all of what I thought they should have learned, but they did show me a spark. I think maybe they have not done all I wanted them to do, then I say "OK, this child didn't do all I thought."

Question: If you could have anything that would help you in teaching, what would it be?

Teacher C: I would have a smaller class, even smaller than 22. I would cut down just a little bit more the number of children, I would have a smaller class load. A smaller class that I know I personally would have more time with each child. That would be definitely what I would want, I would cut it down more. There are certain things I like to do with each child, I would like to have enough time to give them that extra few minutes.

Question: Do evaluations help you?

Teacher C: Yes, they do, but I find sometimes that, uh, let's see what do I want to say? If I'm given feedback on what it is I need to do, now I like to get feedback, I like to know. I do know this, I guess from my years of experience, that you can do something so long yourself you can think it's OK, and it really may not be OK, but if someone would tell you, you take a second look. I think the criticism, it's not necessarily a criticism, the fact of giving information back to me, that feedback is helpful. Everybody likes to get a good evaluation. I do. But getting the feedback as to what you do, or you might need to try this, I think you need evaluation, I definitely think you need evaluations.

Question: Can you describe how you feel, what you experience, when you go through an evaluation?

Teacher C: Well, mine have always been pleasant. I have never had one I dreaded and that's lucky! I realize that must be lucky. I have been able to relate to my evaluators, if I had a feeling about something I didn't feel pressured. I haven't

felt afraid if I wanted to ask something, or tell the principal I wanted to do something this way or that way. Evaluations have never posed a problem because I have always been this way, I'm not going to have a job if I'm not going to do my best. If I'm doing something wrong, I want to know.

Question: What else should you be evaluated on besides the items on the evaluation instruments?

Teacher C: Well, you know there's a place there for comments, in my evaluations the evaluator has always written in the human things, the things they realize I try to do to do a good job, that has always been written in. I have always felt OK about them. But I do know on these evaluations the questions that were asked didn't always cover everything and they (evaluators) had to put little notes down, things that would give me a good feeling. If they didn't write in the comments, I would have a funny feeling about it, not inadequate, but a funny feeling. Anybody can just check a list, some people just check, they don't really think about what it really amounts to. I have had people say "I know you do a lot of things that are not requried, that are not spelled out on the evaluation." That lets me me know that they know I'm doing more than the checklist. Some people don't do that though, they don't read into it, it's so easy to check without getting into what you're checking. So far in my teaching career I have felt OK with my evaluations. I know what I do, it didn't bother me that they knew it too. The comments would always give me an extra sense of confidence.

Summary

In studying the three teachers' responses to the interview topics, it is apparent that a large number of the 18 identified characteristics are present in their approach to and feelings about teaching. Each of the teachers expressed a strong belief in the fact that sutdents can learn. They know students can learn and they want to teach them. They show a great deal of "concern for kids" as they discuss what students need to learn and what it takes to teach them.

Other "human side" characteristics which came out strongly in their comments are those of teacher as a bridge (connector), instructor and questioner. They want to make their teaching and subject relevant to their students and show them how it realtes to their lives. The teacher as teacher (instructor) is referred to often in describing the processes they go through and how they approach teaching their subject and their students. They see themselves as questioners as they delve into their students' learning process and probe for understanding. The human side characteristics are evident as a basis for many of the responses to the topic of what it means to be a teacher.

The three teachers see evaluations primarily as reinforcing of the things they do in the classroom, proof that others see what they were doing in the classroom in the same way they do. None of the three really felt that evaluations helped them improve their instruction, which is interesting since that is the primary reason given for conducting teacher evaluation. It was rather surprising that the responses to the topic of evaluation from each teacher were along the line of "they don't hurt!" Their remarks were such things as "It doesn't bother me . . . it doesn't disturb me," "Sometimes I am afraid the children will do something really weird . . . you always wonder about how that other person is going to think about how you handle situations," and "I've never had any I dreaded and that's lucky!"

They spoke eloquently of what is not considered in teacher evaluation. The fact that content, "the truth" of what they teach, is not really evaluated came out strongly in all three interviews. They

were concerned that evaluators would not understand their student-- in their class, in that combination and on that day. There was concern that the nuances, the complexities, of the teaching-learning process would be missed by the evaluator.

And aren't these complexities being missed? When only the quantifiable items are chosen to be used in evaluating teachers, the characteristics which make up the human side of teaching are missed. The complexities that make teaching a thick, textured fabric are missed and leave a void in the process of evaluation and in the findings of evaluation.

CHAPTER V

CONCLUSIONS

There is a human side of teaching as identified and defined in this paper. The traits and characteristics were found in all aspects of the study. They were seen demonstrated in classroom observations, they were written about by teachers as they described how they go about their jobs and they were articulated powerfully in interviews with teachers. The human side of teaching is a very real and integral part of a teacher's existence and experience in the classroom.

In this study the woven fabric of a teacher has been unraveled to examine the strands which compose the teaching-learning process. Eighteen characteristics, referred to as the human side of teaching, have been identified as essential and crucial for learning to take place. These characteristics are a teacher's concern for students, patience, imagination, enthusiasm, adaptability, sensitivity and informality. The traits are a teacher as an instructor, guide, bridge, model, searcher, questioner, counselor, creator, storyteller, actor and learner. The study has made an attempt to show the interdependence of these strands with the technical components of teaching, i.e., management of student behavior, lesson plans, management of instructional time, instructional monitoring, use of resources, etc., and has revealed the necessity for recognizing and valuing the human side of teaching.

Teachers, as they perform in their classrooms, have been described in detail based on observations in classes ranging from kindergarten to high school. The characteristics of the human side of teaching were clearly evident in all portions of a day in the life of a classroom. They were evident in a teacher's recognition of each student as an individual, in the understanding of a student's unique learning needs, in modeling acceptable behavior in group situations, in providing an atmosphere and setting which invited learning and in recognizing where and how each student fits into the whole of a classroom. The possession and manifestation of these traits have been shown to be the strands which weave together the curriculum, the student and the teacher into an entity which results in learning.

In the survey, teachers described in their own words, what they do in the classroom and what works. The crucial characteristics appeared again and again as teachers put into words their approach to students and teaching. The vital importance of the presence of these particular traits was emphasized as teachers wrote, "be caring, consistent and fair," "encourage students to integrate concepts," "demonstrate what you are asking the students to do," "help the student develop a life-long love of learning," "be flexible and able to adjust to new situations," and "a teacher should be interested and enthusiastic about the students and subject matter.

In the section, "Interviews as Conversations," teachers spoke powerfully and eloquently of what it means to them to be teachers and to teach. In their answers to the interviewer's questions they cite

the identified characteristics as primary components of teaching. They talked of what teaching is,

> Anyone teaching is teaching a child to think, teaching a child to put together things to get true informaton, teaching a child to separate what is true from what is not true.

They spoke of what it means to be a teacher, "I feel I can make a difference in children's lives. I feel like that what I do now can help them be successful through their life." They recounted what a good teaching day meant to them, ". . . the plans I've been able to follow, some goals I've been able to reach that day and the children have seemed happy and really interested in what they were doing."

These thoughts and feelings about teaching can not be evaluated on a checklist. The assertion is made again that the human side of teaching must be considered to begin to know and understand the complexities and nuances of the process of teaching.

The evaluation of teachers and teaching has become more and more positivist in nature, concerned with the technical and mechanical components of the profession. The emphasis is on the technical side of teaching because these aspects can be measured and counted. In this evolution to the scientific model for evaluating teaching, the human side of teachers has been missed. The immeasurable characteristics and traits which are critical to effective teaching have been discounted because they can not be numbered and counted. Because the human side of teaching is not taken into account in teacher evaluation, we do not have a process which accurately reflects what happens in

classrooms. There are gaps in the assessment of teaching that can only be filled by the consideration of the human side.

An implication of the dilemma of not qualitatively studying and evaluating teachers is that the focus of teacher evaluation will become more and more narrow as the positivist, scientific approach continues in use. We will come to concentrate even more on the measurable components of the teaching process and miss, increasingly, the other processes of teaching which take place in such myriad ways and combinations.

In considering the human side of teaching we must begin to reconceptualize our perceptions of teachers, teaching and the process of evaluation. We must begin to move away from the scientific, positivist view of teaching and teachers which advocates that all a teacher does can be counted, measured and stated in quantifiable terms. There should be a move away from a structured, "meat inspector's" approach to evaluation and there must be an acknowledgment that a checklist of activities can not capture the essence of teaching.

These sentiments are echoed by Louis Rubin in his book Artistry in Teaching (1985) when he calls for teaching that is artistic in nature. He describes the artistic teacher as one having the characteristics of skillfulness, flair, dexterity, ingenuity and virtuosity. In discussing artistry in teaching, Rubin says that teaching performance is the "gestalt" of all of the things that make up a teacher. These things are shaped into a personal teaching style which highlights individual attributes, such as an educated mind and a commitment to the

profession. As has been shown in this study, the fabric of the teacher is all of the things a teacher is woven into a pattern as unique and individual as each teacher.

He says that much harm can come from believing that a teacher can use specified strategies and techniques to produce effective performance. There is an anxiety expressed of a "fixation on prescribed instructional procedures." If there is such a thing as "right-way" principles, can they be prescribed for excellence and effectiveness in a few lessons? Are they all that should be counted and evaluated in teacher performance?

He concludes his book with the thought that our growing need for "pre-programmed" instructional techniques, meaning teaching by a set formula which is evaluated by numbers, takes away the creativeness of teachers. There can be direction from the steps of such programs, but no real personal involvement. The results could be superficial performance and disillusionment on the part of teachers. A teacher's own fabric of teaching, woven from his style, educational vision, imagination, enthusiasm and the many different roles he fills, is much more important than standard operating procedures. The human side must be the driving force behind effective, enlightened teaching.

I realize that to consider teacher evaluation in this manner is to go against the flow of current thought and practice in research and evaluation. I understand that to consider evaluating teachers by a qualitative approach will require changes in our thinking. Change is never easy and it takes time, and there will be barriers to these

changes in our way of thinking; for example, the barrier of holding teachers acceptable in the classroom only by observable, measurable criteria. To observe a teacher and count the number of times they maintain "time on task" is easy and concrete and we have come to need and expect that the accountability of teachers can be documented in such a way. It is difficult to observe a teacher and determine all the ways a teacher motivates students and holds their interest in a lesson by enthusiasm for the subject. It is difficult but it is necessary to understand teachers and what is effective in the classroom. Another barrier is that of thinking that the positivist, scientific approach is applicable to the world of teachers and the complexities of teaching. As more school districts and states require teacher evaluation, the more there will be scientifically oriented evaluation forms and processes. There is also the barrier of the way the lay public, as well as much of the educational community, perceives teaching in thinking teachers can be measured and evaluated the same way as business and industry which produces goods and services.

There will need to be an acknowledgment of the individual uniqueness of students who are the very human foundation of teaching and of the crucial human characteristics of teachers which are necessary for learning as a basis for those changes in our thinking. It appears imperative that we consider teachers in their world, in their "situatedness" to truly understand them and their work (Suransky, 1980). A qualatative approach to teacher evaluation would provide an opportunity to learn the "ways in which people understand, make sense of,

and hence, act in their world" (Shapiro, 1983). To consider teacher evaluation in a qualitative, rather than a quantitative manner, would be to see the world of teaching through the eyes of the teacher, and thus begin to understand how and why the teaching-learning process works.

Michael Polanyi (1966) says "we can know more than we can tell." To explain what he means by "we can know more than we can tell," Polanyi uses the anology of a human face. We can describe each of the parts of a person's face--the mouth, ears, mose, eyes--but we can not say what a person looks like exactly. This, in a sense, points out the limits of the positivist approach to teacher evaluation. We can list many of the things a teacher does in the classroom, i.e., use of resources, management of time and behaviors, and even note how often they are done, yet we can not tell from such a list everything a teacher is. We can know effective teaching and what works in a classroom, but what we know can not be told by our present processes of teacher evaluation. We know excellence in teaching, but we can not tell what we know as we only look at the technical, mechanical parts of the process. What we know, which is more than we can say, is encompassed in the human side of teaching, i.e., those aspects of teaching which are immeasurable and can not be counted in an orderly manner.

The complexities and intracacies of teaching are so many, so varied, the weave so delicate and intricate, that to consider evaluating teachers by counting the number of times they affirm a correct answer or refocus a class is to be confronted by a feeling of absurdness.

It is a paradox that we are seeking to know what teachers do so we can grade them, but we are looking in the wrong direction.

In closing I quote two teachers who, in an articulate and eloquent way, summarize the findings of this study on the human side of teaching. Clare Fox (1986) says:

> There is no room for complacency in the classroom, we are forever judged and measured. No matter how achingly we want to do it right, there is always something that could be done better.

Margaret Metzger (1986) states:

> Ultimately, teaching is nuturing. The teacher enters a giving relationship with strangers and then the teacher's needs must give way to the students' needs.

These feelings of teachers, about the job they do in the classroom, can not be measured on an evaluator's checklist, but teaching and learning could not take place without them.

Epilogue

During the final stages of writing this paper, Educational Leadership, the professional journal of the Association for Supervision and Curriculum Development, devoted an entire issue (April 1987) to the evaluation of teaching. The thrust of the issue is that there are many efforts being made, across the nation, at teacher evaluation and improving evaluations, but there is also an emerging awareness of possible side effects because of the positivist form most evaluation processes have taken.

The opening editorial questions the quality in teacher evaluation progress by asking "if we have a half-full glass, what's in the glass?" It is pointed out that the real problem in present teacher evaluations is in trying to apply physical science techniques which are inappropriate for so subjective an activity as teaching (Brandt, 1987).

Five of the articles described evaluation systems and processes in the states of Iowa, Minnesota, Florida, Washington, North Carolina and Tennessee (Furtwengler, 1987; Holdzkom, 1987; Manatt, 1987; Smith, Peterson, & Micceri, 1987; Tesch, Nyland & Kermutt, 1987). All of the evaluation formats discussed were based on a checklist of teacher behaviors which were observable, measureable and alterable. It was stated that the evaluation systems should be based on research, should be generalizable and should lead to performance improvement. Most of the systems tied into the current research on effective schools and effective teaching. All of the evaluation processes were examples of the positivist approach to the evaluation of teaching. All put emphasis on a checklist of behaviors or criteria which could be observed, counted, analyzed and then a generalized, cause/effect explanation made of what took place in the classroom.

Where is the human side of teaching in all of these systems? Where is there acknowledgment of a teacher's patience, enthusiasm and concern for kids? As efforts are being made to develop and improve teacher evaluation across the country, the focus and scope seems to become more narrow as the attempts become more entangled in the positivist model.

However, the aspect of this issue of Educational Leadership which I found most interesting and reassuring was that, interwoven with the articles on positivist evaluation systems, there were words of caution and cries to recognize there is more to teacher evaluation than a well-developed checklist. There was a warning that we are making technical progress in evaluation, but may be failing to involve and motivate sutdents because the systems are so technical. There were words of caution that in using a checklist of basic teaching skills there must also be an understanding of teachers and teaching that goes beyond the list of behaviors (Brandt, 1987).

Two of the articles pointed out most effectively exactly what I have said in this study of the human side of teaching. In an article titled "The Annoyance of a Good Example," Marian Mohr (1987) writes:

> The understanding of teachers as models and examples is missing from most attempts to evaluate effective teaching, yet it is this difficult, intangible, personal, even artistic side of teaching that most teachers value above all else.

An educator from Tennessee, who has been involved for three years with the development and implementation of a teacher evaluation system and career ladder in that state, says:

> Quantitative measures, which note how many times a teacher does a certain activity, often do not distinguish good teachers from outstanding teachers. On the other hand, qualitative measures, which determine both the frequency and the excellence of the activity, must be used in the assessment process. (Furtwengler, 1987).

It was reaffirming, as I concluded my study and writing on teaching and teacher evaluation, that the editors and writers of the journal recognized and pointed out that there was another side of teaching other than what we know from the positivist, scientific evaluation models. It is the human side of teaching. It is all of those things that make a teacher and it is because of all of those things that teaching results in learning.

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APPENDIX A

FORMATIVE OBSERVATION DATA INSTRUMENT

FORMATIVE OBSERVATION DATA INSTRUMENT

Use this form to record those events which occur during the classroom observation. Be sure to code each instance of a TPAI practice as follows:

- • appropriate use of practice
- + strong or positive use of practice
- - weak or negative use of practice

---

1. INSTRUCTIONAL TIME
   - 1.1 Materials ready
   - 1.2 Class started quickly
   - 1.3 Gets students on task
   - 1.4 Maintains high time-on-task

---

2. STUDENT BEHAVIOR
   - 2.1 Rules--Administrative Matters
   - 2.2 Rules--Verbal Participation/Task
   - 2.3 Rules--Movement
   - 2.4 Frequently monitors behavior
   - 2.5 Stops inappropriate behavior

---

3. INSTRUCTIONAL PRESENTATION
   - 3.1 Begins with review
   - 3.2 Introduces lesson
   - 3.3 Speaks fluently
   - 3.4 Lesson understandable
   - 3.5 Provides relevant
   - 3.6 High rate of success on tasks
   - 3.7 Appropriate level of questions
   - 3.8 Brisk pace
   - 3.9 Efficient, smooth transitions
   - 3.10 Assignment clear
   - 3.11 Summarizes main points

---

4. INSTRUCTIONAL MONITORING
   - 4.1 Maintains deadlines, standards
   - 4.2 Circulates to check student performance
   - 4.3 Uses oral, written work products to check progress
   - 4.4 Questions clearly and one at a time

---

5. INSTRUCTIONAL FEEDBACK
   - 5.1 Feedback on in-class work
   - 5.2 Prompt feedback on out-of-class work
   - 5.3 Affirms correct answer quickly
   - 5.4 Sustaining feedback on incorrect answers

6. FACILITATING INSTRUCTION
   - 6.1 Instructional plan compatible with goals
   - 6.2 Diagnostic information to develop tasks
   - 6.3 Maintains accurate records
   - 6.4 Instructional plan for curriculum alignment
   - 6.5 Available resources support program

7. INTERACTING WITHIN THE EDUCATIONAL ENVIRONMENT
   - 7.1 Treats all students fairly
   - 7.2 Interacts effectively within school and community

8. NON-INSTRUCTIONAL DUTIES
   - 8.1 Carries out non-instructional duties
   - 8.2 Adheres to laws, policies
   - 8.3 Plan for professional development

APPENDIX B

FORMATIVE OBSERVATION DATA ANALYSIS

Teacher's Name _____

Date of Observation _____

FORMATIVE OBSERVATION DATA ANALYSIS

Based on your observations, address each of the following areas using statements which accurately reflect the quality of performance documented by your raw data.

MANAGEMENT OF INSTRUCTIONAL TIME	MANAGEMENT OF STUDENT BEHAVIOR
INSTRUCTIONAL PRESENTATION	**INSTRUCTIONAL MONITORING**
Focus and Review	
Lesson Objective	
Teacher Input	
Guided Practice	
Independent Practice	**INSTRUCTIONAL FEEDBACK**
Closure	

FACILITATING INSTRUCTION

COMMUNICATING WITHIN THE EDUCATIONAL ENVIRONMENT

NON-INSTRUCTIONAL DUTIES

From the classifications of raw data on this sheet, list the strengths observed in the lesson, and prioritize the areas needing improvement.

Strengths:

Areas That Need Improvement (Prioritize):

APPENDIX C

TEACHER PERFORMANCE APPRAISAL SYSTEM

TEACHER PERFORMANCE APPRAISAL SYSTEM

INSTRUCTIONS:
1. Based on the evidence from observation and discussion, the evaluator is to rate the teacher's performance with respect to the 8 major functions of teaching listed below.
2. The evaluator is encouraged to add pertinent comments at the end of each major function.
3. The teacher is provided an opportunity to react to the evaluator's ratings and comments.
4. The evaluator and the teacher must discuss the results of the appraisal and any recommended action pertinent to it.
5. The teacher and the evaluator must sign the instrument in the assigned spaces.
6. The instrument must be filed in the teacher's personnel folder.
7. The rating scale will be as follows:

Level of Performance

6. Superior

Performance within this function area is consistently outstanding. Teaching practices are demonstrated at the highest level of performance. Teacher continuously seeks to expand scope of competencies and constantly undertakes additional, appropriate responsibilities.

5. Well Above Standard

Performance within this function area is frequently outstanding. Some teaching practices are demonstrated at the highest level while others are at a consistently high level. Teacher frequently seeks to exapnd scope of competencies and often undertakes additional, appropriate responsibilities.

4. Above Standard

Performance within this function area is frequently high. Some teaching practices are demonstrated at a high level while others are at a consistently adequate/acceptable level. Teacher sometimes seeks to expand scope of competencies and occasionally undertakes additional, appropriate responsibilities.

3. At Standard

Performance within this function area is consistently adequate/ acceptable. Teaching practices fully meet all performance expectations at an acceptable level. Teacher maintains an adequate scope of competencies and performs additional responsibilities as assigned.

2. Below Standard

Performance within this function area is sometimes inadequate/ unacceptable and needs improvement. Teacher requires supervision and assistance to maintain an adequate scope of competencies, and sometimes fails to perform additional responsibilities as assigned.

1. Unsatisfactory

Performance within this function area is consistently inadequate/ unacceptable and most practices require considerable improvement to fully meet minimum performance expectations. Teacher requires close and frequent supervision in the performance of all responsibilities.

Teacher Name _____

School _____

	Rating Scale (Please Check)					
	Superior	Well Above Standard	Above Standard	At Standard	Below Standard	Satisfactory
1. Major Function: Management of Instructional Time	___	___	___	___	___	___
1.1 Teacher has materials, supplies and equipment ready at the start of the lesson or instructional activity.						
1.2 Teacher gets the class started quickly.						
1.3 Teacher gets students on task quickly at the beginning of each lesson or instructional activity.						
1.4 Teacher maintains a high level of student time-on-task.						
Comments _____						
_____						
2. Major Function: Management of Student Behavior	___	___	___	___	___	___
2.1 Teacher has established a set of rules and procedures that govern the handling of routine administrative matters.						
2.2 Teacher has established a set of rules and procedures that govern student verbal participation and talk during different types of activities--whole-class instruction, small group instruction, etc.						
2.3 Teacher has established a set of rules and procedures that govern student movement in the classroom during different types of instructional activities.						

	Rating Scale (Please Check)					
	Superior	Well Above Standard	Above Standard	At Standard	Below Standard	Unsatisfactory
2.4 Teacher frequently monitors the behavior of all students during whole-class, small group, and seat work activities and during transitions between instructional activities.						
2.5 Teacher stops inappropriate behavior promptly and consistently, yet maintains the dignity of the student.						

Comments _____

_____

3. Major function: Instructional Presentation						
3.1 Teacher begins lesson or instructional activity with a review of previous material.						
3.2 Teacher introduces the lesson or instructional activity and specifies learning objectives when appropriate.						
3.3 Teacher speaks fluently and precisely.						
3.4 Teacher presents the lesson or instructional activity using concepts and language understandable to the students.						
3.5 Teacher provides relevant examples and demonstrations to illustrate concepts and skills.						

	Rating Scale (Please Check)					
	Superior	Well Above Standard	Above Standard	At Standard	Below Standard	Satisfactory
3.6 Teacher assigns tasks that students handle with a high rate of success.						
3.7 Teacher asks appropriate levels of questions that students handle with a high rate of success.						
3.8 Teacher conducts lesson or instructional activity at a brisk pace, slowing presentations when necessary for student understanding but avoiding unnecessary slowdowns.						
3.9 Teacher makes transitions between lessons and between instructional activities within lessons efficiently and smoothly.						
3.10 Teacher makes sure that the assignment is clear.						
3.11 Teacher summarizes the main point(s) of the lesson at the end of the lesson or instructional activity.						

Comments _____

_____

4. Major Function: Instructional Monitoring of Student Performance

4.1 Teacher maintains clear, firm and reasonable work standards and due dates.						

	Rating Scale (Please Check)					
	Superior	Well Above Standard	Above Standard	At Standard	Below Standard	Unsatisfactory
4.2 Teacher circulates during classwork to check all students' performance.						
4.3 Teacher routinely uses oral, written, and other work products to check student progress.						
4.4 Teacher poses questions clearly and one at a time.						
Comments _____						
_____						
5. Major Function: Instructional Feedback	_	_	_	_	_	_
5.1 Teacher provides feedback on the correctness of incorrectness of in-class work to encourage student growth.						
5.2 Teacher regularly provides prompt feedback on assigned out-of-class work.						
5.3 Teacher affirms a correct oral response appropriately, and moves on.						
5.4 Teacher provides sustaining feedback after an incorrect response or no response by probing, repeating the question, giving a clue, or allowing more time.						
Comments _____						
_____						

	Rating Scale (Please Check)					
	Superior	Well Above Standard	Above Standard	At Standard	Below Standard	Satisfactory
6. Major Function: Facilitating Instruction	___	___	___	___	___	___
6.1 Teacher has an instructional plan which is compatible with the school and system-wide curricular goals.						
6.2 Teacher uses diagnostic information obtained from tests and other assessment procedures to develop and revise objectives and/or tasks.						
6.3 Teacher maintains accurate records to document student performance.						
6.4 Teacher has instructional plan that matches/aligns objectives, learning strategies, assessment and student needs at the appropriate level of difficulty.						
6.5 Teacher uses available human and material resources to support the instructional program.						
Comments _____						
_____						
7. Major Function: Interacting Within the Educational Environment	___	___	___	___	___	___
7.1 Teacher treats all students in a fair and equitable manner.						

Rating Scale
(Please Check)

	Superior	Well Above Standard	Above Standard	At Standard	Below Standard	Unsatisfactory
7.2 Teacher interacts effectively with students, co-workers, parents, and community.						

Comments _____

_____

8. Major Function: Performing Non-Instructional Duties							
8.1 Teacher carries out non-instructional duties as assigned and/or as need is perceived.							
8.2 Teacher adheres to established laws, policies, rules, and regulations.							
8.3 Teacher follows a plan for professional development and demonstrates evidence of growth.							

Comments _____

_____

Evaluator's Summary Comments _____

_____

_____

_____

Teacher's Reactions to Evaluation _____

_____

_____

_____

_____ _____

Evaluator's signature and date Teacher's signature and date

Signature indicates that the written evaluation has been seen and discussed.

APPENDIX D

OBSERVATION FORM

Teacher Characteristics

Informality
Sensitivity
Adaptability
Enthusiasm
Imagination
Patience
Concern (for kids)

Teacher Characteristics

Guide	Creator
Teacher	Learner
Bridge	Evaluator
Model	Storyteller
Searcher	Actor
Questioner	
Counselor	

OBSERVATION FORM

Time	Behavior/Activity	Environment	Impressions/Comments

APPENDIX E

LETTER TO EDUCATORS

March, 1986

Dear Educator,

As part of the research for my dissertation, "The Human Side of Teaching," I am gathering examples of effective and ineffective teaching from those who know it best - teachers! I define effective teaching as that which results in students being able to demonstrate they have learned a particular skill or concept. With that definition in mind, I would like to ask your help in collecting examples.

Examples of teaching could come from areas such as interpersonal relationships (with students, colleagues, parents, etc.), preparation, lesson presentation (techniques, methods), follow-up and integration of subjects and resources. The examples do not have to be long but should include enough information so I can understand the situation described. Your examples may come from your own experience, past or present, or from teaching you have observed. The examples you describe do not have to be limited to the areas mentioned above. Complete confidentiality on all replies will be maintained.

Enclosed you will find ten index cards. On the yellow cards please give me no more than five examples of what you consider to be effective teaching. On the blue cards please give me no more than five examples of ineffective teaching. There is an address label enclosed, with my office address, which you may use on the manila envelope to return the cards to me. You may send them through the local school mail. I would like to have your replies by March 27, 1986.

This project has been approved by the Research Review Committee of Greensboro Public Schools. Thank you for your help and cooperation. I will be happy to discuss any questions, ideas or suggestion you may have about the topic.

Sincerely,

Karen F. Gerringer